

75  
Azadi Ka  
Amrit Mahotsav



# PERSPECTIVE ACADEMIC PLANNING

## 2024-2025



### INTERNATIONAL INDIAN SCHOOL, JEDDAH

A CBSE Affiliated Senior Secondary School under the Patronage of Embassy of India to Saudi Arabia  
Affiliation No. 5730001, Member Council of CBSE Affiliated Schools in the Gulf  
Ministry of Education-K.S.A. License No.:045/J

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# THE CONSTITUTION OF INDIA

## PREAMBLE

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a<sup>1</sup>[SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC] and to secure to all its citizens:

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith and worship;

**EQUALITY** of status and of opportunity; and to promote among them all

**FRATERNITY** assuring the dignity of the individual and the<sup>2</sup>[unity and integrity of the Nation];

In Our Constituent Assembly this twenty-sixth day of November, 1949, do hereby adopt, enact and give to ourselves this constitution.

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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, "Sovereign Democratic Republic" w.e.f.3-1-1977

2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" w.e.f.3-1-1977

### <sup>1</sup>[PART IVA]

## FUNDAMENTAL DUTIES

**51A. It shall be the duty of every citizen of India – Fundamental duties.**

- (a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- (b) to cherish and follow the noble ideals which inspired our national struggle for freedom;
- (c) to uphold and protect the sovereignty, unity and integrity of India;
- (d) to defend the country and render national service when called upon to do so;
- (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- (f) to value and preserve the rich heritage of our composite culture;
- (g) to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- (h) to develop the scientific temper, humanism and the spirit of inquiry and reform;
- (i) to safeguard public property and to abjure violence;
- (j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- <sup>2</sup>[(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.]

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1 Ins. by the Constitution (Forty-second Amendment) Act, 1976, s. 11 (w.e.f. 3-1-1977).

2 Ins. by the Constitution (Eighty-sixth Amendment) Act, 2002, s. 4 (which is yet not in force, date to be notified later on).

## INTERNATIONAL INDIAN SCHOOL - JEDDAH

UNDER THE PATRONAGE OF EMBASSY OF INDIA, RIYADH  
AND AFFILIATED TO CENTRAL BOARD OF SECONDARY EDUCATION, NEW DELHI - INDIA  
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### MESSAGE

One of the fundamental principles of NEP 2020 is to recognize, identify and foster the unique capabilities of each student to promote holistic development in both academic and non-academic spheres.

To implement vision of NEP 2020 in IISJ, a comprehensive planning at all levels is essential. I am delighted to know that Perspective Academic Plan for the year 2024-25 is ready for roll out. This document will certainly facilitate all functionaries to streamline academic activities and bring uniformity as well as enhance the effectiveness of IISJ Staff and supervising body of IISJ staff to achieve the desired school objectives. The implementation plan for reforms by IISJ in various areas like the use of creative pedagogy, competency based education, exposure to skill subjects at all levels, revised examination system, career guidance, addition of cultural component with language teaching and empowering teachers through training has due place in the Perspective Academic Plan.

For implementation of any policy, teachers are the most essential members of IISJ who may truly bring out reforms in any education system especially in implementing National Education Policy 2020. Principal, Vice-Principals, HMs and other supervisory officers must guide, support and empower our teachers to play key role in recognizing and fostering the unique capabilities of each student.

Perspective Academic Plan may be used as an essential tool for effective and judicious utilization of all resources, conduct and monitoring of all scholastic as well as co-scholastic activities for setting IISJ as an excellent educational institution where every student feels welcomed and cared for, where a safe and stimulating learning environment exists, where wide range of learning experiences are offered and where physical infrastructure and appropriate resources conducive for learning are available to all students.

Let us join our hands to make IISJ as a pace setter in implementing NEP-2020 during the academic Year 2024-25 by exhaustive planning at school level using the Perspective Academic Plan and Student Diary.

Principal



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## Perspective Academic Planning 2024-25

### 1. International Indian School, Jeddah - At a Glance

International Indian School, Jeddah formerly known as 'Embassy of India School' was established in 1969. The school is affiliated to CBSE upto Senior Secondary Level and the main objective is to impart quality modern education-including strong component of culture, values, environmental awareness, adventure activities, physical education and National Integration to the children of Indian nationals residing in Jeddah and its vicinity. Presently the school is running in three multiple buildings located in Al-Rehab & Al-Aziziah Dist. and catering to the educational needs of around more than 10000 students.

#### 1.1. Features of International Indian School, Jeddah

It aims at promoting understanding of the diversity and plurality of India's culture and people amongst the students. Three language formula i.e. Regional Language, Hindi and English is adopted in IISJ from class III to VIII. The medium of instruction is English from KG to XII.

Before the Plan of actions are detailed, it would be appropriate to recall the baseline level of performances and the breadth of activities carried on. The current plan of action through this document is an effort to develop the spirit, quality and level of activities to reach greater heights.

#### 1.2. IISJ Model

- Affordable School Fee.
- Committed Teachers and staff.
- Intensive interaction between teachers and students
- Exposure in all life skills with concentration on personal effectiveness and human values
- Students participate in all their personal activities.
- Maximum possible exposure to all possible areas of learning contemporary requirement
- Quality performance of students in all exams and contests
- Alumni identifiable by the personal value they carry from school
- Interaction with practicing professionals, Institutes of learning, Industries and research institutes for enhancing skills.

### 2. Highlights of Performance and Activities in Practice

#### 2.1. Performance of Students in CBSE Examinations -2024

Class XII	
Number of students appeared	
Number of students passed	
Number of students with 1 <sup>st</sup> Division	
Pass Percentage	
1 <sup>st</sup> Division	
Number of Students getting Centum	

Class X	
Number of students appeared	
Number of students qualified	
Number of students with 60%	
Pass Percentage	
60% and above	
Number of Students getting Centum	

## **2.2. Presence in Academic&Co-Curricular Contests:**

1. Conduct of Annual Sports Meet.
2. Organizing Zonal & Cluster Meet.
3. Organizing EdEx – Educational Exhibition at School Level.
4. Participation in National Science Olympiad.
5. Participation in International Mathematics Olympiad.
6. Organizing different co-curricular activities as per Institutional Plan, etc.

## **2.3. Academic Activities**

Highlights of the academic activities to be carried out at various stages are as below:

### **2.3.1. Scientific Temperament and Science as Career**

- a. Organization of Educational Exhibition at Cluster, Regional and National level for IISJ students.
- b. Participation in Cluster Meet, Science Exhibition (NCERT),
- c. Participation in Science and Mathematics Olympiads organized by SOF etc.
- d. Science Clubs.
- e. Interaction with Academic Counsellor, Doctors and Motivational Speakers.
- f. Inviting Scientists to the schools for interaction with the students
- g. Visit of IISJ students to King Abdul Aziz University campus for lab visits and interactions with scientists.
- h. Collaboration with Department of Science & Technology for a project “Vigyan Jyoti” for promotion of Girl students towards STEM area.

### **2.3.2.Preparations for Competitive Examinations**

- a. Support to be provided to students for Wider participation in KVPY, NTSE, Olympiad.

### **2.3.3.Environment and Students**

- a. Tree plantation in school campus under “Each one Plant one” programme.
- b. Participation in Green Olympiad in association with TERI.
- c. Heritage Quiz – CBSE.
- d. Swacchta campaign in the nearby area apart from programs in school.
- e. Participation in Environmental contests organized by Ministry of Petroleum.
- f. Campaign for wastage disposal through “waste to wealth” initiative
- g. Awareness of Solar Energy/Renewable energy is taken up as a major focus area

### **2.3.4.Guidance and Counseling**

- a. Engagement of one male and one female Counsellor.

### **2.3.5.Exposure to Contemporary Areas/Subjects**

- a. Financial Literacy training with the help of NSE
- b. Disaster Management in association with NDRF



### **2.3.6.Citizenship Programs**

- a. Scouts and Guides for students.
- b. Youth Parliament and competitions.
- c. Mock United Nations (MUN).

### **2.3.7.Entrepreneurial Skills / Coading / AI**

- a. Skill education at level VI to VIII.

### **2.3.8.Art in Education**

- a. Theme based theatre workshops will be organized with the support of specialists in the field of Performing Art, Theatre, Visual Art, Seminar/ Creative Writing & Youth Choir. Every year, the theme for workshops will be decided through consultations.
- b. Fine Art workshops with the support of Art teachers in the school and from outside.
- c. Participation of Students in Kala Utsav organised by NCERT
- d. Art and painting competitions under Azadi Ka Amrit Mahotsav (AKAM)

### **2.3.9.National Integration**

- a. National Integration Meet displaying the talent of children.

### **2.3.10. Enhancement of Learning Experiences**

- a. Organizing CBSE's Standard Assessment Test at Class VIII level to ensure depth of learning.
- b. Experiential learning to be initiated for wider exposure for the students with the support of professional experts.

### **2.3.11. Games and Sports**

- a. Compulsory sports and games as per daily timetable.
- b. Record of performances through battery tests.
- c. Sports competitions at various levels.
- d. Introduction of KHELO INDIA SCHOOL ASSESOR App for recording fitness level of students
- e. Introduction of FIT INDIA Mobile App for fitness assessment of teachers

### **2.3.12. Adventure Programmes**

- a. Programmes under Scouts & Guides: Five teachers who participated in July 2023 will coordinate with other Trained Scout & Guide Masters for preparing selected teachers for advance programme.

### **2.3.13. Academic Incentives**

- a. Awards to Stream wise Topper students.
- b. Merit certificate to the teachers achieving the bench mark.
- c. National / International exposure to teachers through various collaborations.



#### **2.3.14. Value Orientation**

- a. Participation in digital citizenship and cyber wellness Quiz
- b. Yoga program.

#### **2.3.15. Health, Hygiene & Safety**

- a. Regular guidance from Medical Nurse.
- b. Yoga program- compulsory during morning on rotation.
- c. Installation of CCTV camera systems for enhanced safety and security for students and assets of IISJ.
- d. Security Guards, housekeeping staff, caretakers and other casual labours are engaged through outsourcing as per requirement of IISJ.
- e. Availability of MI room with basic medical facilities and engagement of visiting Doctors (Physician).
- f. Counselling to students through experts to ensure mental health & wellbeing.

#### **2.3.16. IISJ and Society**

- a. Participation of the students of the neighbouring schools in the co-curricular activities in the IISJ.
- b. Programs for the neighbouring schools on awareness of issues like conservation of nature, road safety, first aid, cleanliness, civic sense and democratic values and scientific temperament.
- c. Participation and organization of academic and co-curricular contests with the neighbourhood schools.
- d. Organizing immunization camps, health check-up camps, first aid training camps, pollution control and cleanliness drive, literacy campaign etc
- e. Organizing awareness campaigns on health and hygiene, safe drinking water, population education, balanced diet.

### **3. AKAM Activities**

To commemorate 75 years of Independence, IISJ is participating in various activities identified by Department of School Education and Literacy, MoE (Govt. of India).

- a. Participation of students in Expression series to be organized by CBSE.
- b. Writing activities on India's struggle for freedom by students
- c. Daily two minutes presentation by students in school assembly on life/role of freedom fighters/ historical events
- d. Participation of students' in Aryabhata Ganit Challenge on the theme " Shunya Se ShikharTak"
- e. Celebration of Rashtriya Ekta Divas (National Unity Day)
- f. Participation of students in CBSE reading Challenge 3.0, Heritage India Quiz
- g. Participation of students in story telling competition.

#### **4. Brand Equity**

The uniqueness of IIS, Jeddah has assured that it has been enjoying this strong brand equity over a period of time due to the consistent and top performance in CBSE. The currency of the IIS, Jeddah Brand, derived from the academic performance, and success of the Alumni, has ensured that it is one of the foremost and successful institutions in the kingdom. Today IISJ enjoys an unprecedented level of acknowledgement from the Indian expats in the field of Secondary and Higher Secondary Education. The teachers and students associated with IISJ have been successful in creating significant and noticeable changes in the quality of human lives in the Indian Society. Thus the IISJ Brand has become synonymous with exemplary education and all round development. However, to ensure continued brand equity, we need to move with the times and keep our skills updated with the modern innovations and latest developments in the field of imparting modern quality education.

The Vision of the School Managing Committee, coupled with the efforts of the Officers, Principal, Vice-Principals, Teachers and non-teaching staff has assumed proportions of a healthy coalition, thus enabling IISJ to continually churn out young and aspirant citizens possessing not just the requisite knowledge to succeed in various spheres, but also to develop a responsible, compassionate, dedicated and devoted attitude towards the society. IISJ children definitely will be the ones most suited to lead the country in future since they are mentally alert, physically fit, psychologically balanced, emotionally mature and spiritually sound. They will be multi-tasking, creative, innovative and ecofriendly which are the most desirable attributes for the 'Knowledge Society' into which the world is marching.

#### **Steps to establish/Sustain Brand Equity**

1. Performance speaks – IISJ must be much better than the rest, in all areas.
2. Uphold values – Inculcate values through value embedded education.
3. Develop a tradition of excellence in all areas.
4. Pursue high ideals and standards.
5. Team work and smart work always lead to better productivity.
6. Everyone with similar taste would try to emulate, thus be a pace setter.
7. Reaching the top is easier than staying there. Continue efforts with zeal and vigour to stay at the top.
8. Consistent improvement and innovation at every step. In other words, aspire for the best all the time.
9. Striving for common identity and empowering IISJians to be life-long learners and productive members of ever changing global society.

#### **5. Institutional Planning**

Institutional planning is a complex idea and hence to be worked out scientifically. It is a cooperative affair, undertaken by all the staff members of the school, who realize their full responsibilities and duties. Its success depends on the attitude, training, a will to face realities and a cooperative spirit among the planners at each level of the institutional hierarchy. The plans should be drawn in such way that the development is maximum and the chance of returns to the investment made are the greatest within the resources available. Institutional planning is an organized way of doing things in an educational institution. It leads to the attainment of objectives through intelligent and optimal utilization of the resources of the institution.

### **Major Areas (Scope) of Institutional Planning**

As the Institutional plan seeks improvement in all directions, it must touch upon the varied aspects of the functioning of school. It must take the shape of an over-all scheme for the improvement of the school in respect of following:

#### **A. Improvement of Learning Conditions**

- i. Construction, maintenance and repair of school buildings.
- ii. Provision of facilities to the pupils like supply of drinking water, sanitary facilities, medical facilities etc.
- iii. Collection of library books, Magazines, journals, Instructional materials and audiovisual aids for the school.

#### **B. Improvement of Academic Facilities**

- i. Division of the curriculum in each subject into monthly and weekly units and sub units.
- ii. Conducting diagnostic tests
- iii. Organization of remedial teaching for desiring children.
- iv. Organization of extension lectures, conferences, etc. in the institution.
- v. Support of teacher improvement programmes like in-service training, refresher courses, and orientation courses etc.

#### **C. Improvement of Co-Curricular Activities**

- i. Organization of physical activities in the school.
- ii. Organization of literary activities like preparation of bulletin boards, wall magazine, improved teaching aids and equipments.
- iii. Organization of social service projects.
- iv. Organization of pace setting activities

#### **D. Investigation and Research**

- i. Designing Investigative projects for the students according to their interests.
- ii. Collaborating with the research institutes and the faculty in the relevant area for support to the student.
- iii. Action Research and Evaluation.

### **6. Annual Pedagogical Plan**

CBSE has redefined role of Principal as pedagogical leaders of their schools. CBSE's expectation of Principals to transform into pedagogical leaders for improving student learning is relevant in the light of the National Education Policy 2020. Accordingly, it is expected that annual pedagogical plan be prepared on time.

To assist HMs & VPs in preparing Annual Pedagogical Plan, it is advised to go through "Pedagogical Leadership: Handbook for leading learning in schools" prepared by NUEPA. The softcopy & hardcopy of this booklet will be circulated to all concerned.

**The Handbook consists of the following four parts:**

- **Part I:** Understanding school leadership for leading learning in school.
- **Part II:** Pedagogical leadership framework for leading learning.
- **Part III:** Annual pedagogical plan for leading learning.
- **Part IV:** Tutorials for capacity building for leading learning.

## **7. National Education Policy-2020: Main Features**

National Education Policy lays particular emphasis on the development of the creative potential of each individual. It is based on the principle that education must develop not only cognitive capacities -both the 'foundational capacities' of literacy and numeracy and 'higher-order' cognitive capacities, such as critical thinking and problem solving – but also social, ethical, and emotional capacities and dispositions. The rich heritage of ancient and eternal Indian knowledge and thought has been a guiding light for this policy.

### **The Fundamental Principles of the Policy**

- **Recognizing, identifying** and fostering the unique capabilities of each student, by sensitizing teachers as well as parents to promote each student's holistic development in both academic and non- academic spheres.
- **Flexibility**, so that learners have the ability to choose their learning trajectories and programmes, and thereby choose their own paths in life according to their talents and interests;
- **No hard separations** between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams, etc. in order to eliminate harmful hierarchies among, and silos between different areas of learning.
- **Multidisciplinary and a holistic** education across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge;
- Emphasis on **conceptual understanding** rather than rote learning and learning-for-exams.
- **Creativity and critical thinking** to encourage logical decision-making and innovation;
- **Ethics and human & Constitutional values** like empathy, respect for others, cleanliness, courtesy, democratic spirit, spirit of service, respect for public property, scientific temper, liberty, responsibility, pluralism, equality, and justice;
- **Promoting multilingualism** and the power of language in teaching and learning;
- **Life skills** such as communication, cooperation, teamwork, and resilience;
- **Focus on regular formative assessment** for learning rather than the summative assessment that encourages today's 'coaching culture'
- **Extensive use of technology** in teaching and learning, removing language barriers, increasing access for Divyang students, and educational planning and management;
- **Respect for diversity** and respect for the local context in all curriculum, pedagogy, and policy, always keeping in mind that education is a concurrent subject;
- **Full equity and inclusion** as the cornerstone of all educational decisions to ensure that all students are able to thrive in the education system;



- **Synergy in curriculum** across all levels of education from early childhood care and education to school education to higher education;
- **Teachers and faculty as the heart of the learning** process – their recruitment, continuous professional development, positive working environments and service conditions;
- **A 'light but tight' regulatory framework** to ensure integrity, transparency, and resource efficiency of the educational system through audit and public disclosure while encouraging innovation and out-of-the-box ideas through autonomy, good governance, and empowerment;
- **Outstanding research** as a corequisite for outstanding education and development;
- **Continuous review** of progress based on sustained research and regular assessment by educational experts;
- **A rootedness and pride in India, and its rich, diverse, ancient and modern culture and knowledge systems and traditions.**
- **Education is a public service;** access to quality education must be considered a basic right of every child;
- **Substantial investment** in a strong, vibrant public education system as well as the encouragement and facilitation of true philanthropic private and community participation.

### **Focus on Experiential Learning, Physical Health and Well-being**

- **Multi-disciplinary and a holistic education** across the sciences, social sciences, arts, humanities, and sports for a multidisciplinary world in order to ensure the unity and integrity of all knowledge.
- In all stages, **experiential learning** will be adopted, including hands-on learning, **arts-integrated** and **sports-integrated** education, **story-telling-based pedagogy**, among others, as standard pedagogy within each subject.
- **Certain subjects, skills, and capacities** should be learned by all students to become good, successful, innovative, adaptable, and productive human beings in today's rapidly changing world. These skills include: **health and nutrition; physical education, fitness, wellness, and sports.**
- **Bag-less days** will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts.
- **Project-based Clubs and Circles** will be encouraged and supported at the levels of schools, school complexes, districts, and beyond. Examples include Science Circles, Math Circles, Music & Dance Performance Circles, Chess Circles, Poetry Circles, Language Circles, Drama Circles, Debate Circles, Sports Circles, Eco-Clubs, Health & Well-being Clubs/ Yoga Clubs etc.
- Students will be given plenty of opportunities for participation in sports, culture/arts clubs, Eco-club, Activity club, community service projects, etc.

### **Ethics & Values**

- The curriculum and pedagogy of our institutions must develop a deep sense of respect towards the fundamental duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.

- To instil a **deep-rooted pride in being Indian**, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global wellbeing, thereby reflecting a truly global citizen.
- Aim of education will **not only be cognitive development, but also building character** and creating holistic and well-rounded individuals equipped with the key 21st century skills.
- **Specific sets of skills and values** across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education.
- Certain subjects, skills, and capacities will be emphasized in school: such as, **scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics** and art; oral and written communication; health and nutrition; physical education, fitness, wellness, and sports; **collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills**; digital literacy, coding, and computational thinking; ethical and moral reasoning; etc.
- Students will be given a logical framework for making ethical decisions at a young age.
- **Traditional Indian values** and all basic human and Constitutional values will be developed in all students.
- Excerpts from the Indian Constitution will also be considered essential reading for all students.
- Basic training in health, including preventive health, mental health, good nutrition, personal and public hygiene, disaster response and first-aid will also be included in the curriculum, as well as scientific explanations of the detrimental and damaging effects of alcohol, tobacco, and other drugs.
- The school curriculum will include material on human values such as respect for all persons, empathy, tolerance, human rights, gender equality, non-violence, global citizenship, inclusion, and equity. It would also include more detailed knowledge of various cultures, religions, languages, gender identities, etc. to sensitize and develop respect for diversity.
- Quality education must aim to develop good, thoughtful, well-rounded, and creative individuals.
- It must enable an individual to study one or more specialized areas of interest at a deep level, and also develop character, ethical and Constitutional values, intellectual curiosity, scientific temper, creativity, spirit of service, and 21st century capabilities across a range of disciplines including sciences, social sciences, arts, humanities, languages, as well as professional, technical, and vocational subjects.
- A holistic and multidisciplinary education would aim to develop all capacities of human beings—intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner.
- Constitutional values (such as seva, ahimsa, swachchhata, satya, nishkam karma, shanti, sacrifice, tolerance, diversity, pluralism, righteous conduct, gender sensitivity, respect for elders, respect for all people and their inherent capabilities regardless of background, respect for environment, helpfulness, courtesy, patience, forgiveness, empathy, compassion, patriotism, democratic outlook, integrity, responsibility, justice, liberty, equality, and fraternity) will be developed in all students.

## Environmental Education

- **Environmental education** will include areas such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.
- Other disruptive technologies that are expected to change the way we live, and, therefore, change the way we educate students, include those relating to clean and renewable energy, water conservation, sustainable farming, environmental preservation, and other green initiatives; these will also receive prioritized attention in education.

## 8. Bagless Days

As per NEP-2020, all students will participate in a 10-day bag-less period sometime during Grades I to VIII where they intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities to learn vocational subjects may be made available to students throughout Grades IX-XII including holiday periods. Bag-less days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts. Children will be given periodic exposure to activities outside school through visits to places/monuments of historical, cultural and tourist importance, meeting local artists and craftsmen and visits higher educational institutions.

### Suggestive list of activities during 10 day bagless days:

Class	5 Days during Vacation	5 Days in School
I to VIII	Internship with local carpenters, gardeners, potters, craftsmen, artisans, plumbers, tailors, technicians etc. as per hobbies / interests of the students.	Periodic exposure to the activities outside school through visits to places/ monuments of historical, cultural and tourist importance/ institutes of higher education including visit to community under Pace setting activities. Conduct of enrichment activities involving Arts, Quizzes, Sports & Vocational crafts.
IX to XII	Internship with local industry/ professionals in the area of skill subject opted by the concerned student.	

- A portfolio on activities during vacation and in school should be prepared by the students and submitted to the teacher in-charge of skill course and it should be graded as a part of internal assessment.

### The Vision of NEP-2020

- ❖ An education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high quality education to all, and thereby making India a global knowledge superpower.
- ❖ The curriculum and pedagogy of our institutions must develop a deep sense of respect towards the fundamental duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world.
- ❖ To instil a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global wellbeing, thereby reflecting a truly global citizen.

## 9. Competency based Education, Pedagogy & Lesson Plan

The fundamental principles of NEP 2020 is to recognize, identify and foster the unique capabilities of each student, by sensitizing teachers to promote each student's holistic development in both academic and co-curricular spheres.

Any change in education system is only possible through classroom transaction and the teacher is the only agent who can make it happen by adopting student centric creative pedagogy through competency based education to achieve the objectives of NEP-2020.

- Competency is a set of skills, abilities, knowledge that helps an individual to perform a given task in real life. Every learning should go into imbibing these skills to lead a productive and joyful life.
- Learning outcomes are an integral part of Competency Based Education (CBE). Proper framing of learning outcomes and linking them with pedagogical processes is crucial to the success of CBE.
- The sum total of Learning Outcomes, Curriculum, Pedagogy, Assessment and Criterion Referenced Testing is the Competency Based Education.

**The different aspects of Competency Based Education are illustrated as hereunder:**

### Learning Outcomes (LOs)

- Learning outcomes is a statement of what a learner should know, understand and be able to demonstrate after learning a given topic/ concept.
- As per CBSE directives, it is mandatory for all schools to follow the learning outcome approach in teaching and learning as it is central to the learning process in CBE.
- Simple rule of verifying a learning outcome is an action verb/ phrase + object of verb + clause/ phrase indicating level of achievement + context or condition, if any. Some examples of learning outcomes from different subjects as suggested by CBSE are provided in **Annexure-XVI**.
- NCERT has released learning outcomes for Elementary (Class I to VIII), Secondary (Class IX & X) and Higher Secondary (class XI & XII) which define the learning outcomes and linking them with pedagogical processes. The links of these documents are given in **Annexure-I** and are also available on NCERT web portal. However, 4 to 5 copies of Learning outcomes for elementary and secondary classes need to be downloaded by every subject teacher for his/her reference.



- Although learning Outcomes are given class-wise in each subject however the same are to be mapped with the content of each chapter/ unit. Teachers of regional languages have to prepare Learning Outcomes based on LOs developed for English/ Hindi by NCERT to be achieved by the learner at the end of academic year in a particular language, if not available.
- NCERT has developed minimum level of LOs in each subject
- Teachers need to use learning outcomes as a tool for improving education and not as a means of simply completing a topic.

### **Pedagogical Strategies/ Process:**

As per NEP-2020, the teaching and learning should be conducted in a more fun and creative way with collaborative and exploratory activities for students.

- Experiential learning should be adopted including hands-on learning, art-integration, sports-integration, story-telling/ toy based pedagogy along with other standard pedagogies during teaching learning process. Focus of each adopted pedagogy should be inquiry-based, discovery- based and analysis-based with explorations of relations among different subjects.
- The teacher should work on pedagogies and assessments most likely to ensure that the stated outcomes of learning are achieved and plan the lesson accordingly, well in advance.
- The teachers should connect all learning to real life practice and relate local and global social issues with curricular contexts by using technology.
- Once in a week students should present the topic of the lesson in progress by rearranging the classroom setting suitable for group work.
- The teacher may adopt “ENGAGE” model of activities for classroom transaction as suggested by CBSE at **Annexure-II**.

### **Assessment Practices to gauge achievement of Learning Outcomes:**

- The assessment must be authentic, reliable, valid and necessary matching with the learning outcomes cited in the beginning.
- Multiple methods of assessment like MCQ, Quiz, Puzzles, short answer and long answer problems, portfolios, presentations, group projects, open ended questions, reflective assignments should be used with minimum stress on the students.
- Teachers should prepare at least two competency based questions from each unit/ lesson which can be included in assessment.
- Criterion Referenced Testing should be done so that the teacher can know at what level of learning the student is.
- The rubrics should be shared with the students prior to any assessment/ test.

## 21<sup>st</sup> Century Skills

NEP-2020 emphasizes integration of 21<sup>st</sup> Century skills in education system which are required for successful adult life in the 21<sup>st</sup> century.

- CBSE has published a handbook on 21<sup>st</sup> Century Skills. While planning the lesson, teacher should think which 21<sup>st</sup> Century skill is expected to develop while delivering the content. The link for the handbook is given in **Annexure-I** and is also available on CBSE website.

## Competency Based Lesson Plan

Lesson plan is a teachers' roadmap of what students need to learn and how it will be done effectively during class time.

- Lesson plan makes the teacher aware of learning outcomes to be achieved, pedagogy to be adopted, the activities to be organized and how assessment is to be done to achieve learning outcomes.
- The competency based education can only be implemented through well planned lesson plan by the teacher.
- Based on various components of Competency Based Education, a format of "Lesson Plan" is attached as Annexure – IV to be adopted by all teachers including creative teachers.
- Inclusive Education is an umbrella term that encompasses consideration and strategies to support the diversity of the learner in a given context by minimizing barrier to learning. Teachers may refer CBSE Handbook on Inclusive Education (Link is provided in **Annexure-I**) and may also be downloaded from CBSE portal.

## 10. Effective use of Classrooms, Laboratories & Open Space for Learning

To give joyful learning experiences to the students, the ambience of the classrooms is to be improved along the appropriate use of IT infra and activity- based resource materials. In order to make effective use of class rooms, laboratories and open space for learning following actionable points are to be implemented:

1. The overall look of a classroom should emanate the feeling of a learning space with prominent displays related to a particular subject.
2. The décor of a classroom should be complemented with good quality paint preferably with light colour.
3. Two- seater dual desks should be arranged in the classrooms. All desks should be of similar (design/size) and properly maintained.
4. All wiring should be concealed and electrical switch boards and switches should be of good quality and maintained properly.
5. There should be proper lighting arrangement in the classrooms.
6. A lightweight big size soft board should be arranged at the backside wall of the class to exhibit creatives of students and other subject related display material. The pasting of charts on the walls of classrooms should be discouraged.

7. Wi-Fi network connectivity should be made available.
8. Provision of one mounted projector and CPU (placed in lockable cabinet) in the classroom to be made to convert it into a smart class or all in one Projector Room.
9. If any classroom is occupied as smart class, the same is to be used as general classroom also

### **Use of Laboratories**

There is a provision of three labs i.e. Physics, Chemistry and Biology apart from Computer Lab. To utilize the infrastructure of lab fully, following points are suggested:

1. Every lab should have good photographs of scientists, good quality charts of scientific concepts.
2. Lab should also be used for activity based teaching-learning process in addition to experiments prescribed for practical.
3. Junior Science lab, Maths Lab may function with existing laboratories with provision of dedicated one wall to display subject concept for junior students. Also an Astronomy lab needs to be established.
4. The laboratories should invariably be accessible to TGTs also so that the students of class VI to VIII may also do experiments, get exposure of specimen/ equipment/ models in the lab.
5. To utilize infrastructure of existing lab, junior science lab can function with Biology lab/ chemistry lab, Maths and astronomy lab can function with physics Lab.

### **Learning Space Outside the Classroom:**

IISJ is having large space outside the classroom which should be utilized for learning. Suggestive point is given below:

1. The corridors i.e. outside the classrooms should be used to display subject-wise current news, discoveries, new developments, interesting facts, personalities/ concepts etc. as well as creative works of students'. For this purpose, good quality soft boards of equal sizes may be fixed in the corridors with subject titled as Science, Social Science, IT, Art, Games & Sports, Language etc.

## **11. School Assembly**

Morning Assembly is the time when the entire school community assembles at an appropriate place to affirm the school's identity and aspirations. The school assembly is the best forum to inspire and motivate students. It serves as a platform to develop self-confidence, creativity and aesthetic sense among students and helps in acquiring knowledge and information. We must ensure that monotony does not set in.

***It is mandatory on the part of the Principal, Vice Principals/HMs/all the teachers and students to attend the morning assembly on time. HMs/House Master/House Mistress/Class Teachers are to ensure the participation of all their house students in the morning assembly activities by turn.***

The school prayer should be recited with dedication and emotion. School Prayer should be sung in its original form without associating or linking with any other prayers. The teacher should ensure proper pronunciation, timing, rhythm and melody in prayer. Other songs and community songs can be added

depending upon the time available and the demand of occasion. Other activities are to be properly worded and modulated with variety. As far as possible, the content of the speech to be specific to the day and edited properly. Principal, VPs, HMs and Class teachers should invariably address the morning assembly. It is to be conducted in two languages (English & Hindi) by turn. The PETs, the HMs and Class Teacher will ensure that all activities are performed within the time limit and students leave the assembly to their respective classrooms in an orderly manner. The school band may be used at the time of conduct of the prayer and during the dispersal of the students.

### **Assembly Activities**

Sl. No.	Activities	Time in Minutes
1	Roll Call :House wise/Class Wise	2
2	School Prayer (Repetition of the lines could be avoided to save time)	3
3	Meditation (Proper sitting posture to be inculcated)	1
4	Pledge	1
5	Thought for the Day	1
6	News Reading (International, National, Regional, Local & Sports News to be incorporated)	2
7	Students Talk/Vocabulary Enrichment/Quiz/Crossword/Book Review/Recitation/Conversation	3
8	Community Song/ Celebration of day of national importance falling on the day	3
9	Address by the Class Teacher / Principal / VP/ HM (on importance of the day / inspirational talk/ national pride)	3
10	National Anthem	1
	<b>Total duration</b>	<b>20</b>

**Note: All the officials concerned have to ensure that there is effectiveness in planning, preparation and presentation of assembly activities to achieve its intended and specified goals. Morning Assembly to be conducted both in English or in Hindi (National Language)**

## **12. School Calendar**

School calendar is a schedule of all the activities and events that are conducted in an academic session. The events may include examination schedule, vacation schedule, schedule for games & sports activities, celebration of important days, schedule of pace setting activities, AKAM & EBSB activities, Art in education activities, flagship programme (Youth Parliament, FIT India, etc.). Such a schedule enables the school to conduct all curricular and co-curricular activities in more productive and defined structure so that all the activities may be guided towards attainment of educational goals. The year-long



activities in an effective manner with advanced preparations should always be prioritized. **Hence IISJ has to prepare an effective working calendar for the year 2024-25, well before the beginning of the academic session by incorporating the areas such as Scholastic, Co-Scholastic, along with important days / functions / activities etc.**

### 13. School Time Table and Allotment of Periods

The following points are to be taken care while preparing the time table:

- The services of Art Teacher, PETs, Librarian / Counsellor and teachers of Third Language are to be taken for running leave arrangement periods.
- Concerned subject teachers only are to be put on duty for teaching core subjects.

Classes I-II / III-V / VI-VIII	Periods	Class IX	Periods	Class X	Periods	Class XI&XII	Periods
English	7/6/5	English	6	English	6	English	7
Hindi	7/6/5	Hindi/ R.L.	5	R.L./ Hindi	5	Hindi/Maths /I.P./C.S.	7
Maths	7+1/7/ 7+1*	Maths	7	Maths	7	Elective-1	9
EVS/Science	7/5-6 /5+1*	Science (B-3, P-2, C-2)	9	Science (B-3, P-3, C-3)	9	Elective-2	9
Social	0/0/5	Social Sci.	8	Social Sc.	8	Elective-3	9
Library	0/1/1	Library	1	Library	1	Physical Education	1
Computer	2/2/2	PT	1	PT	1	G.S./G.F.C	1
Art	1/1/1	SAC / IED	1	SAC / IED	2	Computer Science	2
SUPW/ PHE	0/0/1	GA	1	GA	1	Library	2
Music	0/0/0					Work Exp./ SEWA	1
PHE	2/2/1	-	-				
3 <sup>rd</sup> /R.L. LANG.	0/4-5/4						
General Arabic	2/1/1						
Islamic Studies / M. Sc.	2/2/2						
GK	1/1/0						
Life Skill	1/1/0						
SAC	0/0/1						

**\*This period should be allotted for Laboratory Activities only.**

**Note:**

- One period in a week must be devoted for group discussion, group work, presentation by students on the topics related with subject content by re-arranging the classroom setting suitable for group work.
- Maximum of 33, 36, 39 periods per week may be allotted to each teacher depending upon the availability of teachers in the concerned subjects. **TGT (Maths) will also handle Class VIII Physics portion if required.**
- In respect of classes XI & XII, two periods per week are earmarked for practicals in the concerned subjects like Physics, Chemistry, Biology, Computers, etc.
- For classes IX and X, the practical/other laboratory activities are to be conducted on regular basis as per CBSE curriculum.
- For classes VI to VIII, at least one period per week should be earmarked for lab activities in Mathematics and Science.
- Trained teachers / Social Science teacher (PGT/TGT) will take at least one session in their regular periods in each month on gender sensitization in their respective classes and it should be reflected in the class as well teachers' time table.
- Class-wise & teacher wise timetable should be displayed in each classroom/lab/smart classroom.

**14. Remedial Teaching**

Remedial teaching period is the time during which the low achievers identified based on their performance in assessments in a particular subject will be looked after by the teachers for corrective instructions so that they can also achieve the mastery level in the subject. Low achievers are those students who are unable to cope up with the work normally expected of their age groups. It is due to their, distraction and lack of concentration, lack of conceptual understanding, inability to express ideas and also lack of motivation. At the beginning of the academic year the teacher should identify the students whose performance is not up to a desired level and their individual difficulties should be noted. **Proper diagnostic measures should be taken to identify the learning difficulties with causes before implementing any remedial measure.** Remedial instruction should be arranged in a systematic manner according to the nature of the pupils' difficulties. Special steps must be taken to improve their knowledge level and drill / practice is necessary for every student.

The instructional content must be very carefully graded keeping in mind the capacity, requirement, educational and experience levels of the students. In the gradation of teaching materials, the principles of proceeding from easy to difficult and simple to complex must be scrupulously followed. Remedial work should be given in small doses and it should be so organized as to give a sense of achievement to the student. The remedial programme for supportive learners includes motivation, individual attention, restoration and development of self-confidence and special methods of teaching. The teacher should adopt a friendly, helpful and sympathetic attitude towards the student and always try to win their confidence. Every teacher must maintain all the record of remedial and enrichment programme.

## 15. Effective Classroom Management

In IISJ teachers have to promote discipline in their respective classes through effective class room management. The quality of their teaching through well planned activities that suit the learning needs of the students will sustain students' attention and capture their interest, thus minimizing opportunities for misconduct.

Effective classroom management brings positive results into class. Of all the variables, classroom management has the largest effect on students' academic achievement. Both students and teachers benefit from a well-organized class. Teachers see that their smart work produce gains in relationships as well as in knowledge. **A classroom that is managed well through good preparation, motivation, effective presentation and evaluation, yields excellent results in terms of achieving learning objectives.** The following suggestive tips would help the IISJ teachers to achieve effective class room management:

- a. Setting clear learning goals and designing lessons in order to meet the needs of as many different learning styles as possible, will help the teacher to engage all students of the class, not just the auditory or visual learners. Having lesson plans that are strategically designed in order to teach effectively does take more time to prepare, but the benefits experienced in the classroom is well worth the effort.
- b. The entire duration of a period may be split into three parts respectively for introducing the topic / concept, presentation & interaction, recapitulation & feedback. Lecturing for the entire duration of the period will make students to get bored and boredom produces distraction. Incorporating various activities in the class room will help to keep students engaged, interested and it will also help to sustain the motivation levels. Emphasis should be on child centric learning.
- c. Even the best teachers need to discipline their students. If a disruption arises involving disrespectful or noisy students, the teacher should not let their temper rise as it will serve to encourage the negative behavior. Just reaching and standing by the side of the problematic student, instantly serves to stop the misbehavior. If it needs more drastic attention, the students may be called separately and discussion held with them about the reasons behind their action. This helps to prevent the involvement of the administration in most instances.
- d. The most effective classroom management tool comes simply through being a caring teacher. If students know that the teacher cares about them, they not only complete the assigned work in time but will be more likely to give their best behavior. Interaction with the students about their area of interest and motivation & guidance towards strengthening them will improve the Teacher-Student relationship. Recognizing that they have a life outside the class and exhibiting teacher's care about that life will bring positive results into the classroom also. Students behave well with teachers whom they like and perform better in their subjects.
- e. Provide a safe and comfortable environment that is conducive to learning.
- f. Help each child in growing to his or her fullest potential.
- g. Provide meaningful and appropriate homework activities.
- h. Demonstrate professional behaviour and a positive attitude.

- i. Use special activities and ICT in the classroom to make learning enjoyable and stress free.
- j. Use equitable and positive classroom behaviors such as establishing eye contact, moving around the class and increasing proximity to restless students, sending a silent signal, giving a quiet reminder, re-directing student's attention, beginning a new activity, offering a choice, using humor, waiting quietly until everyone completes the task, asking a directed question, providing appropriate time for all students to respond to questions, recognizing and appreciating the students for their responses, avoiding discouragement, creating an atmosphere wherein the students are motivated to pose questions, attributing the ownership of ideas to the students who initiated them, allowing and encouraging all students to participate in class discussions and interactions, making sure to call on students who do not commonly participate, not just those who respond most frequently, providing positive reinforcement and feedback, etc.
- k. Use an appropriate tone of voice; speak clearly and deliberately in an adequate pitch.
- l. Teacher-student relationships should not be left to chance or dictated by the personalities of those involved. Instead, by using appropriate strategies, teachers can influence the dynamics of their classrooms and build strong teacher-student relationships that will support student learning.
- m. During the teaching -learning process a teacher must focus to develop 21st century skills i.e. 12 skills under the 3 categories: Learning skills, Literacy skills and Life skills.

## **16. Coverage of Syllabus & Conduct of Various Examinations**

- a. For Board Classes i.e. X & XII, 100% syllabus has to be completed by December 5, 2024.
- b. For non-board classes. i.e. VI to IX & XI, Term-I syllabus should be completed by October 31, 2024, and 100% syllabus for Term-II has to be completed by February 28, 2025.
- c. Every block has to send the result analysis of all tests/exams to the COE/Principal within 48 hours of completion of the examination.
- d. An explanation from the teachers is to be obtained by the Principal wherever the subject average falls below the fixed target.
- e. The Practicals for Board Classes should be completed by the end of November 2024 and record work should also be completed by December 2024. Further, practicals in Science for classes IX & X should be conducted simultaneously with theory classes. All the activities/experiments in Science, Mathematics and Social Science of Classes VI to VIII are also to be carried out as per the guidelines given by CBSE/NCERT.
- f. A complete record of various practicals conducted as per syllabus should be maintained at block level and displayed in the concerned lab.



## 17. Academic Monitoring and Supervision by Principal / Vice-Principal / HMs / Subject Expert

Sl. No.	Name of the Area	Vice Principal / HMs	Principal
1	Class Observation in 2 phases – First Term from April 1 to September 30, Second Term from October 1 to February 28.	Classes K to VI, VIII & IX Observation & suggestions are to be reported as per <b>Annexure-V</b>	<b>VII, X-XII</b> Observation & suggestions are to be reported as per Annexure-V
2	Monthly monitoring of correction by teachers of Home Work, Classwork, Assignments and Project Works	K to X (Format for supervision of checking of Note Book Assignments as per <b>Annexure-VI</b> )	<b>XI and XII (Format for supervision of checking of Note Book Assignments as per Annexure-VI)</b>
3	Preparation of various activities	Academic Calendar, Time-Table, Institutional plan, Exam time table as per instructions.	<b>Preparation of Annual Pedagogical Plan</b>
4	Maintenance of records	Academic Records	<b>Monitoring and guidance</b>
5	Monitoring	All academic and CCA activities of all classes	
6	Monthly meetings to be conducted in the last week of every month.	Subject Committee meetings, Academic Performance Review committee meetings, tests and exams	<b>1. House Prefects Meeting in presence of House Masters 2. Class Prefects Meeting in presence of Class teachers 3. Staff meeting- 4. Maintenance &amp; Repair (M&amp;R) meeting</b>
7	Coverage of Syllabus	Monitoring of monthly coverage of syllabus in all classes as per <b>Annexure-X</b>	<b>Guidance &amp; Compliance</b>
8	Timetable and arrangements	In charge	<b>Monitoring and compliance</b>
9	Ensuring Attendance	Students attendance including remedial/ class attendance. (Format of Class Absentee Diaries as per <b>Annexure-XI</b> )	<b>Staff attendance</b>
10	Conduct of practical and maintaining records	To monitor	<b>Follow-up</b>
11	<b>Assembly Activities</b>	<b>Performance is to be monitored</b>	<b>Monitoring and guidance</b>

### Note:

The above mentioned duties are to be performed by the HMs and Vice-Principals in addition to the duties mentioned in the Unified Service Rules (USR).

## 18. Panel Inspection

The supervision and monitoring of the school activity is of utmost importance for assessment, consolidation and further improvement of the school. The system of the panel inspection of school is aimed to achieve the same.

The panel inspection team should consist of SMC Member, one Principal/Vice Principal and one Educationist preferably Principal of nearby school. One to one meeting with the teachers by the panel members is to be ensured and to be taken in a positive spirit. The principal and staff must complete all the preparations and update the records of various academic and administrative activities for inspection. The inspection team, besides suggesting for improvement in all the areas in their inspection report, should also bring the same to the notice of the staff during the concluding meeting. The panel inspection team members should also interact with newly admitted, board class students.

The following key standards of school performance are to be assessed during panel inspection:

- a. Use of creative pedagogy (Art/sports/story telling/toyed based pedagogy) by the teachers in the classroom.
- b. Learning environment in the classroom and outside the classroom in the campus.
- c. Effectiveness of co-education components.
- d. Effectiveness of co-curricular activities including art, music, skill and games & sports.
- e. Up-keeping of the school campus.
- f. Community service & pace setting activities.
- g. Record keeping.
- h. Inter personal relations.
- i. Best practices adopted by the IISJ.
- j. The extent and the manner in which the school protects and supports the children.

The schedule of panel inspection will be informed by the Principal, well in advance.

**For conduct of effective panel inspection of IISJ, following action points are to be implemented:**

- a. Panel inspection of school must be completed by the month of November-2024 and further follow up by January-2025 of the academic session.
- b. The panel inspection should be completed in 06 days (including the day of arrival & departure) with mandatory stay in each campus for at least two days to observe the various aspects of components of the school.
- c. After conduct of panel inspection, the team will suggest actions to be taken at school level.
- d. The Principal will analyse the actions suggested by panel inspection team and the action suggested may be modified keeping in view of different levels with his/her comments in the Panel Inspection Report.

## 19. Bench Mark Fixed for Pass Percentage and Subject Average for the Academic Year 2024-25

**Class X:** As regard to class X, the students are to get a minimum of 60% Marks in each subject.

**Class XII:** The following pass percentages and subject averages for class XII Board Exam are fixed as target for the session 2024-25.

Pass percentage: **100%**

### Subject-wise Average for Class XII

Subject	Target Fixed for 2024-25 (in %)
English Core	80
Hindi Core/Elective	85
Maths	75
Physics	75
Chemistry	75
Biology	75
Home Science	80
Informatics Practices	85
Computer Science	85
History	80
Geography	85
Economics	75
Accountancy	75
Business Studies	75

➤ **Classes VI to IX:** In respect of classes VI to IX, apart from ensuring 100% pass, the subject average is fixed as under:

- For Languages: 85%
- For Maths, Science and Social Science 80%

➤ **For Class XI**

- Pass Percentage 100%

### Subject-wise Average for Class XI

Subject	Target Fixed for 2024-25 (in %)
English Core	70
Hindi Core/Elective	70
Mathematics	75
Physics	75
Chemistry	75
Biology	80
Home Science	80
Informatics Practices	75
Computer Science	80
History	70
Geography	70
Economics	65
Accountancy	70
Business Studies	65
Other Subjects	

## 20. Assessment Structure for the Academic Session 2024-25 for Classes I to XII

### For Classes XI & XII

#### Scholastic Area

The Assessment scheme will have theory, internal assessment/practical components as per syllabus given for each subject by CBSE. Annual Examination for class XII is conducted by CBSE Board whereas Internal Examinations are conducted by IISJ as per CBSE guidelines. Syllabus of half-yearly examination will be as per split-up syllabus whereas annual examination will be based on full syllabus for the academic session 2024-25.

#### Assessment Scheme with Weightage for Class XI:

Subjects	A	Category1 (Theory 80Marks + Project/ Assignment 20Marks)	Category2 (Theory70Marks+Practical 30Marks)	Category3 (Theory60Marks +Practical40Mar k)	Term- I				Term-II				Sum of Weightage term-1 and term-2	Overall theory marks converted to MM 80/70/60	Average marks of Practical /Internal assessment MM20/30/40	Overall Result MM 100	Remark																						
					Unit Tests (UT)	Half Yearly Exam (HYE)	Practical/Project& Assignment	Weightage 40% of (Theory Term-1+UT)	Unit Tests (UT)	Annual Exam (AE)	Practical/Project & Assignment	Weightage 60% of (Theory Term-2+UT)																											
	B				C	M M 80	M M 70	M M 40	D	M M 20				E				F		G	M M 80	M M 70	M M 40		H	M M 20		I		J		K	Marks in J converted to 80 as per MM of theory paper	L	20(Average of D&H)		L	100(K+L)	A student must appear and pass in the annual exam.

**Assessment of compulsory Areas (Class XI & XII)**

General Studies, Health and Physical Education should be done continuously by collecting information, reflecting on and using the information to review children's progress and to plan future learning experiences. The documented data, after interpretation should be reflected in the Report Card in the form of Grades. The concerned teacher should make an objective assessment of the level of performance/participation demonstrated by student throughout the academic year and finally assigned grades.

**Grading for Assessment of General Studies**

Grade	Description
A1	Top 1/8 <sup>th</sup> of the passed candidates
A2	Next 1/8 <sup>th</sup> of the passed candidates
B1	Next 1/8 <sup>th</sup> of the passed candidates
B2	Next 1/8 <sup>th</sup> of the passed candidates
C1	Next 1/8 <sup>th</sup> of the passed candidates
C2	Next 1/8 <sup>th</sup> of the passed candidates
D1	Next 1/8 <sup>th</sup> of the passed candidates
D2	Next 1/8 <sup>th</sup> of the passed candidates
E	Essential Repeat

**Grades for Internal Assessment in Health and Physical Education (With Work Experience subsumed in it)**

Sl. No	Area	Grades
1.	Games, Health and Fitness	While filling online data, following grades may be filled against HPE: (A1, A2, B1, B2, C1, C2, D1, D2, E)
2.	SEWA (Social Empowerment through Work Education & Action)	While filling online data, following grades of SEWA shall be filled against work education / work experience : (A1, A2, B1, B2, C1, C2, D1, D2, E)
3.	Discipline*	The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, neat and tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be assessed term-wise on a 3-point grading scale (A=Outstanding, B=Very Good and C=Fair).

(\* The grades should be reflected in the progress card of class XI students and provided to CBSE for class XII if desired by the Board)

**For Classes IX & X**

As per the CBSE circular No.-Acad-05/2017 dated 31.01.2017, CIRCULAR No.14/2017 dated 21.03.2017 on uniform system of assessment, revised vide CBSE circular No. Acad-11/2019 dated 6.3.2019 will continue for the session 2024-25 till any revision made by CBSE.



The concerned subject teachers and the VPs & HMs will remain in touch with the latest development in the evaluation system of CBSE, if any, from time to time, during the academic year 2024-25.

The assessment scheme will have an 80 marks component for Board examination (Class X) in all subjects except compulsory subjects to be assessed internally along with a 20 marks component of Internal Assessment.

### 1. Scholastic Area: Classes IX & X (As per CBSE guidelines)

Subjects	80 Marks (Board Examination) Student has to secure 33% marks out of 80 marks in each subject	Period Test / Periodic Assessment (20 Marks)			
		Student has to secure 33% marks out of overall 20 marks earmarked in each subject.			
		Pen Paper Test (05 Marks)	Multiple Assessment (05 Marks)	Portfolio (5 Marks)	Subject Enrichment (5 Marks)
		(i)	(iii)	(ii)	(iii)
Language 1	Board will conduct Class X Examination for 80 marks in each subject covering 100% syllabus of the subject of Class X only.	Periodic Written Test, restricted to three in each subject in an Academic Year. Best of the periodic test to be taken for final marks submission.	Strategies to be used includes; quizzes, oral test, concept map, exit cards, visual expression etc	This will cover : Class work plus peer assessment, self-assessment, achievements of student in the subject, reflections, narrations, journals, etc.	Speaking & Listening Skills in Language-1
Language 2					Speaking & Listening Skills in Language -2
Science					Practical Lab Work in Science.
Mathematics					Maths Lab Practical
Social Science	Marks and Grades both will be awarded for individual subjects.				Project Work in Social Science

**Weightage of Periodic Assessments for Class X will be as per CBSE directions.** Final result of class IX will be prepared by assigning 40% Weightage to Term-I and 60% to Term- 2. However, the annual examination will be based on full syllabus for the session 2024-25.

### ➤ Grading Scale for Scholastic Areas Class IX (Schools will award grades as per the following grading scale)

Marks Range	Grading
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-50	C1
41-50	C2
33-40	D
32 & below	Essential Repeat

### Composition, Weightage and No. of Questions for PWT/UT & Term Exams/Pre-boards for Class IX to XII

Sl. No.	Composition	PWT (40 Marks)		Term I & II (Half Yearly & Annual Exams)
		Weightage	No. of Question	
1.	Competency Based Question (CCT): This can be case /source situation / figure/	50%	04 (EachCBQ will have 05questions)	The number of questions, type of questions will be as per CBSE pattern.
2.	MCQs on assertion - reasoning type from concerned subjects.	10%	04	
3.	Short Answer Questions	30%	06	
4.	Long Answer Questions	10%	1	
<b>Total</b>		<b>100%</b>	<b>15</b>	

**Note:**

At least 10% of the questions on the pattern of competitive exams questions pertaining to the subjects should be the part of the question paper in Internal Assessment (20 Marks) (Class IX & X).

- i. **Pen Paper Test (05 Marks):** The school should conduct periodic written tests in the entire academic year and the Best of the periodic test for class X and class IX will be taken. However, for the purpose of gradient learning, three tests may be held as one being the mid-term test and the other two being pre mid-term and post mid-term with portion of syllabus cumulatively covered. The gradually increasing portion of contents would prepare students acquire confidence for appearing in the Board examination with 100% syllabus. For class X the school will take the Best of the periodic test for final marks submission.
- ii. **Multiple Assessment (05 Marks):** Strategies to be used includes: quizzes, oral test, concept map, exit cards, visual expression, self and peer assessment, collaborative projects, experiments. Classroom demonstration etc.
- iii. **Portfolio (05 Marks):** It includes Class work plus peer assessment, self-assessment, achievements of student in the subject, reflections, narrations, journals, etc.
- iv. **Subject Enrichment Activities (05 Marks):** These are subject specific application activities aimed at enrichment of the understanding and skill development. These activities are to be recorded internally by respective subject teachers.
  - **For Languages:** Activities conducted for subject enrichment in languages should aim at equipping the learner to develop effective speaking and listening skills.
  - **For Mathematics:** The listed laboratory activities and projects as given in the prescribed publication of CBSE/NCERT may be followed.
  - **For Science:** The listed practical works / activities may be carried out as prescribed by the CBSE in the curriculum.
  - **For Social Science:** Project work may be undertaken as prescribed by the CBSE in the curriculum.

## 2. Co-scholastic Activities

Assessment of Art education and health & Physical Education may be continuously done by collecting information, reflecting on and using that information to review children's progress and to plan future learning experiences. The documented data after interpretation, should be reflected in the report card of the children in the form of grades. In the scheme of assessment, these activities will be graded on a 5-point grading scale (A to E) for classes IX-X and will have no descriptive indicators. The students shall be assessed on two areas i.e. Art Education, Health and Physical Education. Work Experience is subsumed in the Physical and Health Education. No up scaling of grades will be done. While the students are engaged in the core areas like: Health and Physical Education and Art Education, the process is as important as the product. Hence the assessment in these areas should take account of both aspects. The basis of assessment has been suggested below:

Area	Product	Process	Grading Scale
Health & Physical Education including Work Experience	Overall fitness	Participation, team-spirit, commitment and honest efforts.	A to E
Art Education	Expression, creativity and aesthetics appeal.	Participation, creative process, material used, appreciation, reflection, efforts, craftsmanship and completion.	A to E

### Details of Five-points Grading

Grade	Connotation
A	Exemplary
B	Proficient
C	Developing
D	Emerging
E	Beginner

### Documentation:

Records pertaining to the internal assessment of the students done by the schools will be maintained for a period of three months from the date of declaration of result for verification at the discretion of the Board, Sub-judice cases, if any or those involving RTI/Grievances may however be retained beyond three months.

## Classes I to VIII

### 3.1 Scholastic Area

The assessment structure and examination for classes VI to VIII have been prepared in view of the recommendation of NEP 2020 by inclusion of Competency Based Questions. It comprises of Term-1 and Term-2 as explained below:

#### Scholastic Area – III- V

Term I	Term II
Core subjects – 100 marks Periodic Assessment – 25 marks Subject Enrichment – 10 marks Notebook – 5 marks Half Yearly Exam – 60 marks	Core subjects – 100 marks Periodic Assessment – 25 marks Subject Enrichment – 10 marks Notebook – 5 marks Yearly Exam – 60 marks
Auxiliary subjects – 50 marks (Computer Science, Islamic Studies/M.Sc.) Half Yearly Exam – 40 marks Subject Enrichment – 10 marks	Auxiliary subjects – 50 marks (Computer Science, Islamic Studies/M.Sc.) Yearly Exam – 40 marks Subject Enrichment – 10 marks
Art and Craft and General Arabic Half Yearly Exam – 20 marks	Art and Craft and General Arabic Yearly Exam – 20 marks

Subject	The Assessment scheme will have an 80 marks component for Board examination (class X) and Annual Examination (class IX) in all subjects except compulsory subjects to be assessed internally along with a 20 marks component of Internal Assessment. Students have to secure 33 percent in total in each of these components.			
Subject	Scholastic Area ( Part – 1)			
<b>Language-1</b> <b>Language -2</b> <b>Language -3</b> <b>Mathematics</b> <b>Science</b> <b>Social Science</b> <b>Any other subjects</b>	Periodic Test – 1 <b>Written Tests, of 20 marks with syllabus covered till announcement of test dates by school.</b>  Multiple Assessment <b>-10 Marks</b>  <b>Strategies to be used includes; quizzes, oral test, concept map, exit cards, visual expression etc.</b>  Portfolio <b>-10 Marks</b> <b>It covers class work plus peer assessment, self-assessment, achievements of student in the subject, reflections, narrations, journals, etc.</b>  Subject Enrichment Activities <b>-10 marks</b>  <b>At term end</b>	Periodic Test – 2 <b>Written Tests, of 40 marks with syllabus covered till announcement of test dates by school</b>  Multiple Assessment <b>-10 Marks</b>  <b>Strategies to be used includes; quizzes, oral test, concept map, exit cards, visual expression etc.</b>  Portfolio <b>-10 Marks</b> <b>It covers class work plus peer assessment, self-assessment, achievements of student in the subject, reflections, narrations, journals, etc.</b>  Subject Enrichment Activities <b>-10 marks</b>  <b>At term end</b>	Periodic Test – 3 <b>Written Tests, of 60 marks with syllabus covered till announcement of test dates by school</b>  Multiple Assessment <b>-10 Marks</b>  <b>Strategies to be used includes; quizzes, oral test, concept map, exit cards, visual expression etc.</b>  Portfolio <b>-10 Marks</b> <b>It covers Class work plus peer assessment, self-assessment, achievements of student in the subject, reflections, narrations, journals, etc.</b>  Subject Enrichment Activities <b>-10 Marks</b>  <b>At term end</b>	<b>Yearly Exam</b> <b>Written exam for 80 marks with syllabus coverage as below:</b>  Class I to VI: <b>10% of 1<sup>st</sup> term covering significant topics + entire syllabus of 2<sup>nd</sup> term.</b>  Class VII: <b>20% of 1<sup>st</sup> term covering significant topics + entire syllabus of 2<sup>nd</sup> term.</b>  Class VIII: <b>30% of 1<sup>st</sup> term covering significant topics + entire syllabus of 2<sup>nd</sup> term.</b>

### Composition, Weightage and Number of Questions for PWT& Term Exams (Class VI to VIII)

Sl. No.	Composition	PWT (40 Marks)			Half Yearly / Yearly (80 Marks)		
		Weightage	No. of Question	Marks	Weightage	No. of Questions	Marks
1.	Competency Based Question (CBQ) On CCT:  This can be case /source/situation/figure/data interpretation based MCQs.	50%	04 (Each CBQ will have 05 questions)	20 (4x5x1Mark)	50%	08 (Each CBQ will have 5 questions)	40 (8x5x1 Mark)
2.	Reasoning questions from concerned subjects (Mental ability & logical reasoning)	10%	04	04 (4x1mark)	10%	08	08 (8x1 Mark)
3.	Short Answer Questions	30%	06	12 (6x2Marks)	30%	12	24 (12x2 Marks)
4.	Long Answer Questions	10%	01	04 (1x4 Marks)	10%	02	8 (2x4 Marks)
<b>Total</b>		100%	15	40	100%	30	80

### Weightage of periodic Assessment and Term exams (in %)

Term	Half Yearly/ Yearly Exam	Periodic Assessment				Total	Overall Weightage in final score of 100
		PWT	Multiple Assessment	Portfolio	Student Enrichment Activities		
I	50	20	10	10	10	100	40%
II	50	20	10	10	10	100	60%

- Periodic Tests (05 marks): There will be 3 periodic test in each subject in a year and the average of best 2 would to be taken for final submission of marks. These tests tend to follow a pattern, which is quite similar to the final end of course examination, and have a gradually increasing portion of content.
- As the weightage of periodic assessment has been increased, hence teachers must plan and conduct multiple assessment, subject enrichment activities and portfolios to identify and promote uniqueness of each learner in the cognitive, affective and psychomotor domains.
- At least two activities each in all three periodic assessments i.e. Multiple Assessment, Portfolio and subject enrichment are to be evaluated in each term and records of the same should be maintained by the concerned teacher.

### Subject Enrichment Activities

These are subject-specific activities aimed at enhancing the understanding and skills of the students. These activities are to be carried out throughout the term as per details given below:

- Languages:** Aimed at equipping the learner to develop effective listening and speaking skills. The language teachers may devise their own methods and parameters for assessment of languages.
- Mathematics:** For the activities in mathematics, refer to activity books of NCERT and Handbook on Teacher Energized Resource material released by CBSE for different classes.
- Science:** Practical work and activities in Science may be undertaken as suggested by the NCERT syllabus & Text book as well as Handbook on Teacher Energized Resource material released by CBSE for different classes.
- Social Science:** Map or the Project work may be undertaken as suggested by NCERT syllabus and text books.

### ➤ Grading Scale for Scholastic Areas Class I to VIII

(Schools will award grades as per the following grading scale)

Marks Range	Grading
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-50	C1
41-50	C2
33-40	D
32 & below	Needs Improvement



### Co-scholastic Activities (Classes I to VIII)

For the holistic development of the student, co-curricular activities in the following areas should be carried out by the teachers and will be graded term-wise on a 3- point grading scale (A=**Outstanding**, B=**Very Good** and C=**Fair**). The aspect of regularity, sincere participation, output and teamwork be the generic criteria for grading in the following co-scholastic activities.

- a. Community Service including participation in Pace setting Activities- Work Education refers to skill- based activities resulting in goods or services useful to the community.
- b. Art Education (Visual & Performing Art).
- c. Health and Physical Education (Sports/Martial Arts/Yoga etc.)

### Discipline (Classes I-VIII)

The students will also be assessed for the discipline which will be based on the factors like attendance, sincerity, behaviour, values, neat and tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise on a 3-point grading scale(A=**Outstanding**, B=**Very Good** and C=**Fair**).

### Record Keeping

The school will follow the simple documentation procedure and collate the same at the time of preparing the report card. Unnecessary, lengthy and repetitive documentation by teachers must be avoided.

### Report Card

Based on the above scheme, report cards for classes I to VIII will follow the annexed formats and the report card will prominently display the logo of CBSE on left side and school's logo on right side:

#### Refer to:

- **Annexure-XII:** Format for the Report Card for Class XI
- **Annexure-XIII:** Format for the Report Card for Class IX
- **Annexure-XIV:** Format for the Report Card for Classes I to VIII

## 21. Assessment of Speaking and Listening Skills

It is an undeniable fact that national and international boundaries have become seamless. English as a medium of communication has acquired an important role in bringing world together. A good communication skill raises the self-esteem of a student. It is essential that students acquire proficiency in it, by the time they leave the portals of the school. CBSE has envisaged that all language skills need to be integrated into English language curriculum at schools. Speaking and listening should be fostered in children to equip them with better communication skills. Hence it has been introduced in formal testing of speaking and listening skills at the school level in the various assessments in English at class IX, X & XI.

The listening comprehensive section tests the students' ability to listen for basic interpersonal, instructional and academic purposes. A number of sub- skills such as listening for specific information, general understanding, predictive, inferential, intensive and exhaustive listening and listening for pleasure are developed.

Some of the sub-skills that are developed through speaking skills are speaking intelligibly using appropriate word stress, sentence stress and intonation patterns, narrating incidents and events, real or imaginary in a logical sequence, presenting oral reports or summaries; making announcements clearly and confidently, expressing and arguing a point of view clearly and effectively, taking active part in group discussions, showing ability to express agreement or disagreement, summarizing ideas, eliciting the views of other, presenting own ideas, expressing and responding to personal feelings, opinions and attitudes, participating to spontaneous spoken discourse in familiar social situations. Students who stammer may be given extra time during the assessment process as per the need of the child. However, CBSE has provided an option to the students who have “speech impediment” or who are “hard of hearing” or who have both disabilities partially or wholly by replacing ASL in to two assignments (story writing and review of the novel) of equal Weightage, each based on the novel/long reading text prescribed for the class.

## **22. Common Examination**

Question papers for all Periodic Assessments for classX and Unit Tests of XI & XII will be done at school level for the Academic Year 2024-25 as per composition of question papers.

COE shall decide about the modus operandi for preparation of common question papers for Half Yearly and Yearly Exams of non-board classes and pre-board exams of board classes, their evaluation. Separate instructions will be issued by the Principal from time to time.

1. The VPs & COE have to analyse the results and result analysis is to be submitted to the Principal within 48 hours of the last paper. 10% of the evaluated answer books in all subjects should be inspected by Principal and Vice Principal & HMs.
2. Identification of supportive learners (low achievers) will be done on the basis of performance of students in tests.
3. Remedial teaching is to be taken up immediately after the diagnosis of supportive learners strictly under the supervision of the HM / Principal/Vice-Principal. Monthly review of the performance of supportive learners will be done in all subjects and in case no improvement is observed, the strategies will be modified to achieve improvement.

## **23. Improvement of Internal Examination Process**

The analysis of performance of the children in various academic and co-scholastic activities will help the school to work on the further supporting the internal examination system. Question papers for Terminal/Half Yearly and Yearly Examinations for I to VIII, IX and XI, Pre-Boards for Class X /XII Examinations are to be prepared by a specialized team of experts. The question papers will be delivered through encrypted platform before the examination. The school has already procured high speed printers-cum-copiers to enable printing the question papers required for the day. It is the duty of the COE in coordination to ensure that the printing system is kept intact throughout the year. So that during the examination period the systems should function faultlessly. Improvised system of vigilance shall also be worked out in the process. Principal/COE should ensure that the e-mail IDsto which question papers are delivered and passwords are accessed by him/her only.

## 24. Schedule of Tests/Examinations for 2024-25

### Schedule for Periodic Tests/Unit Test and Term Exam / Yearly Examination 2024-25

#### Classes I – IX& XI

##### Periodic Written Test (PWT) for Class I-IX and Unit Test (UT) for class XI

Sl. No.	Assessment	Date
1	Periodic Written Test-I/ Unit Test-I	02-06-24 to 12-06-24
2	Periodic Written Test-II/ Unit Test-II	Class I-VIII : 12-12-24 to 19-12-24 Class IX & XI : 03-10-24 to 15-10-24
3	Term 1 / Periodic Test - 3	Class I-VIII : 24-09-24 to 15-10-24
4	PWT 3	Class IX: 10-12-24 to 22-12-24
5	Term 2 (Annual Exams)	11-02-25 to 27-02-25

##### Schedule for Assessment for Class X and XII for the Session 2024-25

Sl. No.	Assessment	Date
1	PWT 1 / Unit Test 1	02-06-24 to 12-06-24
2	PWT 2 / Unit Test 2	Class X: 03-10-24 to 15-10-24 Class XII: 10-12-24 to 22-12-24
3	Term 1	03-10-24 to 15-10-24
4	PWT 3	10-12-24 to 22-12-24
5	Pre-Board 1	19-01-25 to 30-01-25
6	Pre Board 2	-
7	Annual Board Exam	To be declared by CBSE.

## 25. Allotment of Streams

It is decided to follow the criteria given below for admission in Class XI for the session 2024-25

Sl. No.	Subject Combination	Proposed Criteria for Stream Allotment (2024-25)
I	<b>Science with Mathematics</b>	60% in Mathematics Standard and 60% in Science (Theory only) in class X preboard Exam
	Science	
	Mathematics	
	Science & Mathematics	
	Average of all subjects	
II	<b>Science without Mathematics</b>	60% in Mathematics Standard / Basic and 60% in Science (Theory only) in class X preboard Exam
	Science	
	Mathematics	
	Science & Mathematics	
	Average of all subjects	
III	<b>Commerce – II (With Accountancy )</b>	50% in Mathematics Standard / Basic and 45% in Science or Social Science (Theory only) in class X preboard Exam
	Applied Mathematics	
	Average of all subjects	
IV	<b>Commerce – I (Without Accountancy &amp; Applied Mathematics) – Boys</b>	33% in all subjects (Theory only) in class X preboard Exam
	Average of all subjects	
V	<b>Humanities/Vocational Stream – Girls</b>	33% in all subjects (Theory only) in class X preboard Exam

- Any students opting Mathematics in class XI in any stream should have 60% marks in class X Mathematics Standard.
- For a student passing class X from CBSE, it is mandatory to pass Mathematics – Standard (Code No.041) of Class X for taking up Mathematics (code No. 041) as a subject in class XI in any stream.
- The criteria for staff ward will be the same as mentioned above.
- If there is a tie among students for admission in Science stream, preference may be given to the students who have scored higher marks in the subjects, in following order:
  - Science, Science & Mathematics, Average of all subjects, English.**
- If there is a tie among students for admission in Commerce stream, preference may be given to the students who obtains higher marks in the following order:
  - Mathematics, Average of all subject, English**
- The weightage for NCC / Scout & Guides / Games & Sports will be given to the eligible students for admission in various streams as per the following criteria.

Games & Sports	NCC	Scouting & Guiding	Additional Marks to be added with the AverageMarks
Participating at SGFI / Equivalent Level	'B' Certificate	Rastrapati Puraskar	3 Marks
Participation at State Level	'A' Certificate	Rajya Puraskar	2 Marks
Participation at District Level		Tritya Sopan	1 Mark

## 26. Activities to be conducted during the Year 2024-25

### 26.1.Meetings to be conducted:

- Monthly House Prefects Meeting with Principal in presence of House Masters.
- Monthly Class Prefects / Monitors meeting with principal in presence of class teachers.
- Monthly Staff meeting.
- Monthly Maintenance & Repair (M & R) committee meeting.
- Safety and Security Meeting(Fortnightly)
- PTM (every month)
- Subject Committee Meeting(Monthly)
- House Master/ Associate House Master / Housemistress Meeting with Housestudents(*Monthly*)
- MC meeting (as per USB)
- School safety audit by School Safety Advisory Committee at least once in each term (As per School Safety Policy Guidelines on school safety)

### 26.2. Games & Sports Activities

The venues for Cluster and Regional Level Meets will be decided by the concerned CBSE Gulf Chapter Convener and events to be conducted accordingly.

**26.3. The following important days may be celebrated in the school:**

Sl. No.	Date	Programmes	Suggested Activity at School Level
1.	05.6.24	World Environment Day	Plantation, Campus Cleaning, Removing of plastic waste, taking up water conservation projects etc.
2.	21.6.24	International Day of Yoga	Mass yoga session, generating awareness in nearby locality
3.	15.08.24	Independence Day	Flag hosting and other patriotic programme.
4.	29.08.24	National Sports Day	Organizing house wise sports activities.
5.	05.09.24	Teachers Day	Facilitating teachers, role play by students.
6.	08.09.24	World Literacy Day	Organizing the slogan competition on Topic – Each one Teach one.
7.	01.09.24 to 14.09.24	Hindi Pakhwada	Self-Composed poem/ Short StoryWriting/ StoryTelling/ EssayWriting/ Elocution, Impromptu/ Extempore/ PickandSpeak/ Debate/ BookReview/ Hindi Manuscript Magazine (Housewise/ Classwise)/ PosterDesigning/ PoemRecitation / Quiz/ Slogan Writing / CaptionWriting/Mono-act
8.	02.10.24	Gandhi Jayanti	Cultural programme
9.	11.10.24	International Day of the GirlChild	Poster making, Exhibition on related themes, skit etc.
10.	31.10.24	Ekta Diwas	Unity Pledge, Speech competition in English and Hindi for importance of unity in India.
11.	11.11.24	Shiksha Diwas - National Education Day	Seminar on value and skill based education
12.	14.11.24	Bal Diwas	Showing Children Movies, special talks on the life & contributions in the field of getting freedom, political stability and affecting to the young buds of the Nation.
13.	14.11.24 to 21.11.24	Book week	Book cover Designing/ Book Exhibition/ Book Review/ Comparison of Authors/Seminar & Symposium involving eminent Librarians/ Essay Writing / Elocution/Extempore on importance of books /Quiz on Authors/ Books/ excerpts
14.	19.11.24 to 25.11.24	Qaumi Ekta Week	Programmes – Rangoli, Slogans, Community Songs and Greeting Making Competition
15.	26.11.24	Constitution Day	Discussion & Lectures on Constitutional Values
16.	22.12.24	Mathematics day (Birthday Ramanujan)	Maths quiz / model preparation.
17.	12.01.25	Rashtriya Yuva Diwas (National Youth Day)	Discussion on Vivekananda philosophy – Kal Aaj Aur Kal.
18.	26.01.25	Republic Day	Unfurling of the Tricolor, Cultural Programmes on Patriotic Theme
19.	21.02.25	Matrihasha Diwas	Group/Folk songs, Essay Competition, Debate, Poster making, GK Competitions.
20.	28.02.25	Science day	Science quiz/exhibition
21.	03.03.25	World Wildlife Day	Screening of videos, Picture Exhibition, Quiz etc.
22.	08.03.25	International Women's Day	Guest lecture, Celebrating women's achievements

In addition to above, activities re to be organized on other days of celebration as per the direction of MOE/CBSE/GOI.

## 27. Co-curricular Activities (CCA) in IISJ

Co-curricular activities supplement and compliment the curricular activities. Performance in CCA is an important indicator of the quality of the students and the academic inputs. Hence, high quality of performance and organization should be ensured. Sufficient time has to be given to students for preparing for the CCA. Invariably the CCA should be organized as Inter House Competitions and points are recorded appropriately and also displayed on 'CCA bulletin Board'. These competitions add charm and boost the House spirit which is very much essential in any school setup. To manage time, these activities may be conducted in sync with the celebration of important festivals, Days and occasions. A register for CCA should be maintained to record notices, draw of lots, allotment of duties on the day of competitions, results of the event, etc. The sequence of steps in organizing a CCA should be scrupulously followed to ensure fairness and quality.

Activities identified should cover all the areas which ensure development of holistic personality. CCA should be conducted on regular basis. All the teachers should be available for inter-house CCA competitions. Participants should be selected on the basis of intra-house Competitions organized by HMs. Points should be awarded to each house on the basis of their performance; the same should be recorded and displayed. The winner and runner Houses should be awarded with Running Shield/Cup.

### **Suggestive Activities**

The activities should be theme based and related with the important days/ events falling during the week of organizing the CCA. Following are suggestive activities:

- Poem Recitation (Hindi/ English/ Regional Language)
- Elocution (Hindi/ English/ Regional Language)
- Extempore Speech (Hindi/ English/ Regional Language)
- Drama / Skit (Patriotic theme / social theme / contemporary issues)
- Quiz (Freedom Movement/ science & Tech/ Heritage/ Cyber Safety/ Environment/ Indian Polity/ Countries of the world & world organizations / Sports & Games etc.)
- Song (Folk, Patriotic, Traditional)
- Dance (Folk, Traditional, Contemporary)
- Debate (on contemporary issues)
- Essay writing (on issues of National/ Social / Historical importance)
- Sports & Games
- Slogan Writing (on contemporary issues)
- Drawing & Painting (Landscaping, Nature, cartoons etc.)
- Other activities in addition to above.

Block should prepare schedule of conduct of these activities and display it in the school calendar. Proper recording of the conduct of the CCA including participants, position holders, points awarded to the houses, photographs, short videos, should be done, each record should be signed by the Principal. These records should be submitted to the Panel Inspection Team.

### **Lectures/Demonstrations by Professional Experts**

It is a myth that every knowledge should be transacted through the textbooks. School will invite professional experts to interact with the Students. It is expected that at least one expert in a month should interact with the Students to share the knowledge of their area of expertise, they can provide career guidance in their field of profession. We can count at least 15-20 good professionals around the school environment who are willing to share their knowledge with the students.



## 28. Club Activities

All-round development means mental, physical, psychological, spiritual and vocational development. We cannot achieve this all-round development by following mere class room teaching-learning procedures.

\*Here the relevance of Club Activities becomes prominent. It is one of the co-curricular activities that are gaining much importance these days. Every student of IISJ is to be a member of one club. Similarly, every teacher should be attached to any one of the clubs. School can give provision for the conduct of club activities in the monthly calendar. All the in-charge teachers and associated teachers are to sit together with all the club members for planning their activities on the first club activity day of the year. Accordingly, activities are to be organized on the subsequent club activity days. All teachers after considering the interest of the students and discussing with each student may finalize the club members. Principal and the concerned teachers to ensure that all the children are involved in the club activities and each club should emerge as a resource centre. Every block will properly plan, prepare and implement the club activities for the Academic Year 2024-25 to achieve the intended objectives of the clubs whose suggested activities are given below:

Sl. No.	Club	Suggested Member Teachers	Suggested Activities
1.	Literary Club (English)	PGT (English), TGTs (English)	Quiz, Creative writing, Elocution, Book review, Language clubs, Writing report, Debates & Discussion, Story writing, Essay writing, Reading, Seminar, Poem Recitation, School Magazine Ex-Tempore speech competition, Anchoring.
2.	Literary Club (Hindi)	PGT (Hindi) TGTs (Hindi)	
3.	Literary Club (Regional Language)	TGT (3 <sup>rd</sup> Language)	
4.	Eco Club	PGT (Biology) TGT (Science)	One child one plant campaign, caring of plants, generating awareness on environment protection, water conservation, water efficient school, saving one liter of water every day at school and at home, Activities of Kitchen garden/ Herbal garden. Ref. CBSE/DIR(ACAD)/2019, Circular No. Acad.42/2019, dated August 23, 2019. Link of CBSE Handbook for schools on ECO CLUB & WATER CONSERVATION is given at <a href="#">Annexure-I</a>
5.	Fine Arts Club	TGT (Art)	Drawing, Painting, Sculpture, Exhibition, Rangoli, Pot making, collage Making, Calligraphy, Logo design, Pot decoration, e-Poster, use of ICT and apps.
6.	Performing Arts Club	TGT (Music) Any other willing teacher	Music, Dancing, Fancy Dress, Folk Dance, Folk Songs, Theatre, Dramatics, Variety Programme, Sugam Sangeet, Kala Utsav, Rangotsav.
7.	Science Club*	PGT (Chemistry)	Preparation of working models, improvisation, devising simple experiment, collection of plant specimen, samples, Science Excursion and fairs, Seminars, Scrap book, Herbarium file, Quiz, Preparation of chart, Project report.
8.	I T Club	PGT (CS)	Preparation of good presentation, using ICT, Seminars on cyber safety,
9.	Maths Club	PGT (Maths) TGT (Maths)	Preparation of models, Mathematical modeling, Training on Vedic Maths, Maths Exhibition, Recreational Maths, Organizing activities on Mathematics day, Preparations for Maths' Olympiads.

10.	Astronomy Club	PGT (Physics)	Preparation of models,organizing exhibitions, Preparation of presentations, visit to planetarium, Charting the constellations and generating awareness amongst fellow students, calculating the rise and set time of stars, star gazing etc.
11.	Health Club	Staff Nurse Any other willing teacher	First-Aid, Red Cross, Aids Day Celebration, World Health day Celebration, Cleanliness etc.
12.	Sports & Yoga Club	PET (M &F)	Organizing yoga and sports activities in the School, organizing exhibition, Participating in district/ State level competitions etc
13.	Civic Club	PGT (Eco) PGT (History)	Debate – citizens rights and duties, Civic sense- Traffic rules, Awareness- cleanliness, water, Rally– right to vote, consumer rights, right to Information, Visit to Museums, Archaeological Sites Develop museum corner, Group discussion on historical events, etc.
14.	Adventure Club	PET (M& F) Scout & Guide Incharge/ Any other willing Teacher	Games- Indoor & Outdoor, Athletics, Mass drill, Parade, Scouting, NCC, Mask and puppets, Puzzles, Visit to government departments, Treasure hunting, etc.
15.	Community Service Club	Vice Principal / SMT Any other willing Teacher	Organizing community service, conducting pace setting activities, generating awareness in nearby localities on issues related to environment, balanced diet, swachhata etc.
16.	Readers Club	Librarian Any other willing teacher	Organizing book exhibition, Book reviews, developing reading habits in other students, organizing quizzes, etc.
17.	Tourism Club	PGT History/ PGT Geography TGT - SST	Essay writing, Logo designing, Quiz painting, Poster designing, programme related with travel & tourism. Organizing tours for migrated children.

### Methods of Organization

- (Club activities should be conducted on every alternate Wednesday)
- In each club students from different classes are to be selected so that every child should be a member of one club. Each club should have proportionate number of students.
- Number of clubs should be as per available staff and student strength.
- Senior most teacher member of the club will be in charge of the club.
- All teachers should be distributed in clubs as per above scheme.
- Principal should ensure that activities of every club are planned in advance and conducted on as per schedule on Wednesday.
- The record of weekly activities should be maintained by the Club in-charge teachers. Club wise display boards may be put up at appropriate locations in the Academic Block and updated at least once in every fortnight.
- During Panel Inspection each club will showcase the exemplary work done by organizing an exhibition.

### 29. Library Activities

Library is the treasure house and hub of all academic activities of the school and the Librarian plays a vital role in mobilizing the library resources for the benefit of the students and staff. The Librarian has to follow the guidelines already circulated for the effective functioning of the school Library. The following library based activities are suggested for effective implementation and the required resources have to be created:

### **A. Readers' Club Activities**

- Update and improve the collection of books according to streams i.e. Science, Commerce, Humanities.
- Promotion of reading habit among the students, staff and the community.
- Celebration annual reading focused events i.e. to play role of favorite character.
- Creating displays that encourage reading.
- Interaction with individual student in way that builds their reading confidence and encourages them to read for pleasure.
- Publication of handwritten magazine on special occasions.
- Preparation of wall magazines as an inter house competition.
- Conduct of reading sessions by teacher to students.
- Arrangement of news paper clippings.
- Story telling sessions among inter & intra schools.
- Read a book and review it and booktalk.
- Exhibit "BOOKFORTHEDAY" and new arrivals in the library.
- Inviting Authors / Publishers to school.
- Organizing intra and inter-house quiz competitions in book review, book reading, and spellathon, spell and word building games.
- Literary competitions on special occasions and important diwas.
- Scrap book preparation on Great Personalities and different subjects.
- Automation of entire school library accession registers and issue system.
- Introducing SCRABBLE game to improve vocabulary and spellings.
- Mobile library activity.
- National Book week Celebration 14<sup>th</sup> to 20<sup>th</sup> November.
- To develop physical and digital library collection to support the curriculum and the information needs of teachers and students.
- To procure digital (micro) collection for the junior classes.
- Wall Poster writing competitions on importance of books.
- Designing of book jackets book covers after reading the books- collaborative work.
- Inter-house quiz competition
- Essay writing competition in Hindi, English and Regional language.
- Story writing / telling competitions [in 3 languages]
- Debate / Elocution competitions.
- Pick and speak competitions on books / authors.
- Review of Books.
- Organizing talks by eminent writers, publishers and litterateurs.
- Essay writing on writers and scientists.
- Inter school quiz competitions.
- Preparation of school magazine.

### **B. Other Activities**

- Provide high quality services to support teachers in the delivery of curriculum.
- Career guidance Programme on a regular basis
- Guidance for Common Entrance Test (CET/JEE/NEET/NDA etc.)
- Special reference books service for Board Class Students.
- Sharing of library resources with neighboring schools.
- Encouraging students to procure newspaper for reading in dormitory.
- Co-ordinate the publication of school magazine/news bulletins.

- Identifying best readers from each class and awarding them to motivate the students to utilize the library facilities to the optimum level.
- Installation of computer with internet facility for student and staff to surf and find information.
- Librarian can also access.
- Procuring books from other libraries on loan for providing reading experience.
- Helping students in library based project given by teachers.

Paradigm shift from collection building to connection building, linking with other libraries use of internet to provide e-books and material available on the website is the need of the hour.

### 30. Equipping IISJ Library with E-Ganthalaya (E-Library)

Library is the heart of the school. It is essential in teaching and learning for all. It provides information and ideas that are fundamental to function successfully in today's knowledge society. It helps in equipping students with life-long learning skills enabling them to live as responsible citizens. It offers learning services, books and resources that enable all school members to become critical thinkers and effective users of information in all formats & media. IISJ Library collection must include attractive information books on various subjects, Multimedia resources, Databases, Electronic periodicals and Quality Internet sites. An empowered Librarian should work collaboratively with teachers and students and should be information navigator and mediator, a technology facilitator who teaches information literacy skills and inspire, encourage, and create high quality learning experiences.

#### Some suggestive Library Websites

**Resources for School Librarians:** Effective School Librarians\Resources for School Librarians.

A directory of websites which will assist the school librarian with the operation of Library Resources Websites.

Open Access for School Librarians <http://www.alibnet.org/resources/oaschoolib.htm>

This is a list of library web pages maintained by school libraries.

- **International Association of School Librarianship IASL** <http://www.iasl-online.org/advocacy/resources/slresources.html>

The mission of the IASL is to provide an international forum for those people interested in promoting effective school library programs. IASL also provides guidance and advice for the development of school library programs and the school library profession.

- Virtual Learning Resource Centre (VLRC) <http://www.virtuallrc.com/>  
The mission of the VLRC is to index thousands of the best academic information websites, selected by teachers and library professionals worldwide, in order to provide to students and teachers current, valid information for school and university academic projects!
- **School Library Websites:** <http://schoollibrarywebsites.wikispaces.com/>  
This site is meant as a wiki-clearinghouse of effective practice it representing the collective recommendations of participating colleagues.

- **Teacher Resources:** [http://www.deweybrowse.org/Teacher\\_Resources.html](http://www.deweybrowse.org/Teacher_Resources.html)
- **School Librarian Web Pages** [www.school-libraries.net/](http://www.school-libraries.net/)  
Collection of web pages created or maintained by school librarians.
- **School Libraries - Curriculum Resources** <http://www.cde.ca.gov/ci/cr/lb/>  
CDE recommended literature lists and more from libraries and educational associations.
- **Squidoo School library resources** <http://www.squidoo.com/schoollibraryresources>  
Squidoo is the popular publishing platform and community that makes it easy for you to create web pages, overview articles that gather everything you know about your topic of interest.

### 31. Vishva Sangam Activities

Each block of IISJ should be associated with a country. Every block will perform any five suggested activities given below :

- Quiz
- Comparison between India and specific country.
- Contribution in world peace and development.
- Collect photographs, coins and stamps.
- Prepare list of important personalities.
- Organisation of folk song, dance, drama and showing movies.
- Group discussion on geographical, political, financial condition.
- Prepare scrap book.
- Location of important places on map.
- Collect photographs of leaders and tourist places

### 32. Provision of Skill Courses in IISJ

National Education Policy 2020 aims to overcome the social status hierarchy associated with vocational education and requires integration of vocational education programmes into main stream in all education institutions in a phased manner.

Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. It will ensure that every child learns at least one vocation and is exposed to several more. This would need to emphasize the dignity of labour and importance of various vocations involving Indian Arts and artisanship.

#### A. Skill Courses Classes from I to VIII

Board is offering 11 Skill courses at middle level to upgrade the skill and proficiency of the young generation. One Skill Module of 12 hours' duration could be offered as an option to the students for single academic session.

This would give the students necessary orientation early on, so that they are able to make choice at a later stage to pursue skill courses at secondary and senior secondary level or choose a higher vocational degree. The modules/books & support material may be downloaded from the website of CBSE.

The following Skill Courses are introduced at Middle level in IISJ

Sl. No.	Class	Skill Module & Class	Remark
1.	I to VIII	Computer Science with Coding	

### 33. Developing Communication Skills

Developing English communication skills in the students of International Indian School, Jeddah has always been a challenge. The new entrants at class VI generally have very low language competence. The learners have different levels of competence depending on the schooling background and the individual capacity of the learners. On the first day the teacher faces a heterogeneous group of predominantly low competence language learners and language teaching begins with a note of despair. And yet, it is a fact that in the months and years to come the desperate efforts of the teachers are amply rewarded when they find many of the students communicating well in English, and quite a few of them very effectively. At the initial stages, in classes I to VIII the schools have young learners who are at the stage of language acquisition, when skills of oral communication in a language is believed to be spontaneously acquired by the learner if sufficient exposure is provided. At the higher level, from classes IX to XII the learners become comparatively mature in terms of language competence and mental age. They have to make conscious effort for learning higher levels of written and oral communication skills. In order to overcome the difficulties of this typical language learning situation there has to be different strategies/ approaches for developing communication skills at these two different levels.

At the initial stage (Class III-VIII)	
Competence at the Entry Level	Competence at the Terminal Level
L: Letters of the alphabet, numbers, a few words	L: Word, connected speech in day to day use Prose passages on familiar subjects
S: Same as L	S: Approx. 500 words and 20 structures.
R: Alphabets, words of 3 to 4 letters. Short sentences of a few words	R: Words & passages on familiar topics, stories, contents in other subjects
W: Same as R	W: Correct sentences, short paragraphs on known topics, notes/ question & answer in other school subjects

The requirement at this stage is to create an “acquisition like situation”. It is a situation, in which the learner regularly listens to the target language being used in a real life situation for a considerable period of time, and he/she is compelled to speak the target language since he/ she gets response from the other members in the target language only. In order to create the acquisition like situation the school may take up the following measures:

- In order that students get the facility to listen to a Standard English speech (including word stress and intonation) the English teacher in particular and teachers in general have to cultivate good spoken English.
- Teaching in class rooms and particularly in the language class room must be interactive. If the teaching

is lecture based (as it generally is) one-way traffic, the learners will get least chance of speaking and the language competence acquired through listening, speaking and writing will remain dormant at the competence level and will not surface at the performance level.

- c. In order to make the learners aware of the distinct English speech sounds and prosodic features (stress, intonation, pause rhythm etc.) at the initial stage, the new entrants should be taught to sing nursery rhymes with proper articulation of English speech sounds, word stress and intonation.
- d. Language games involving simple basic skills of oral communication, like picture description, pick and speak; role play in a given situation (customer at a shop, passenger at a railway station, man at a post office etc.) should be played in the class room. The teacher should not insist on correctness but should encourage uninhibited, stress free oral communication.
- e. Basic reading and writing skills are also to be introduced and practiced at this stage. Words in isolation and short sentences should be read out by the teacher and the students should be asked to repeat the model reading. Since many new entrants are able to write just the alphabets, and even less, they should be given practice in handwriting in the four line English handwriting note books. They should practice cursive writing with proper use of capital letters and punctuation marks.
- f. The learners should also be made to listen to recorded model speech in way of news reading, storytelling or other recorded material in the language laboratory; although live models (teachers) are always better, provided the teacher herself/ himself regularly practices model reading/ speech.
- g. The language teacher has to realize and appreciate that her/ his charge has to overcome almost insurmountable communication barrier to communicate with her/ his teachers and peers in English. Hence the teacher has to make a conscious effort to cautiously bring herself/ himself down to the level of the child. He/ she should consciously use a warm and inviting body language; should be playful and indulgent with the children (without compromising with discipline, of course) in order to help them overcome inhibitions, hesitation and poor level of language competence and open up and communicate (listen and speak) in English.
- h. The course material, i.e. the text books and workbooks should be used as a pretext for practicing oral communication, and the teaching method has to be interactive.
- i. Communication skills of the learners, who had an English medium background before joining the school, may be utilized for leading peer group communication and conducting language games so that being in a group of lower level of language competence they do not get demotivated.

<b>At the initial stage (Class IX-XII)</b>	
<b>Competence at the Entry Level</b>	<b>Competence at the Terminal Level</b>
L: Word, connected speech in day to day use. Prose passages on familiar subjects.	L: Listen to and understand normal speech on general topics/radio and TV news.
S: Approx. 500 words and 20 structures.	S: To communicate normally for day to day needs. To be able to participate in discussion in peer groups
R: Words & passages on familiar topics,	R: Silent fast reading with comprehension. Read aloud with proper articulation of phonemes, word stress, intonation and pause.



W: Correct sentences, short paragraphs on known topics, notes/ question & answer in other school subjects.

W: To write correct sentences, with the competence to use 1500 words and 50 structures. Composition of essays in paragraphs, writing notes, reports, letters etc.

### Language Teaching Strategy at the Higher Level

- a. Class room teaching has to be interactive (the point is deliberately repeated) with a view to providing the learners the opportunity to participate in discussion and communicate ideas effectively.
- b. The language laboratory may be used to further exercise listening skill with the help of recorded speech in Indian and British variations. Teachers may diagnose and rectify mother tongue influence in the speech of the students.
- c. Maximum possible opportunity is to be provided to the learners to speak English in various contexts and situations. For these activities like group discussion, seminar, declamation, debate and extempore speech etc have to be organized. The morning assembly activities give good practice in news reading, conducting quiz and delivering short lectures.
- d. English course material may be properly used for developing both silent and loud reading skills. The Reader should be used for loud reading. The teacher himself should face the class after rehearsing loud reading with correct pronunciation of words, word stress, pause and intonation. The supplementary reader should be used for practicing the skill of silent and fast reading with comprehension.
- e. Students should be encouraged to read simplified, abridged story books/ classics and comics graded for each class. Such reading materials are available in the market, published by various publishers. The language teachers, the librarian and the Principal have to ensure that such reading materials are available in the library and the learners are guided to read books of the grade suitable for him/her.
- f. Vocabulary is the building block of a language. But vocabulary should not be taught indiscriminately by rote learning. The teacher should identify words which will be in the active vocabulary (know and use the word actively), passive vocabulary (know the meaning of the word when it is used, but may not be actively used by the learner himself) and ad-hoc vocabulary (know the meaning of the word for one time passive use only) of the student and need not insist on the student's mugging up the meaning of all words. Besides, vocabulary should not be taught in isolation; it must be taught in context.
- g. While teaching the Reader (for detailed study), it is expected that all important components like vocabulary, structures, idioms etc. are explained and drilled and the content is analyzed thread bare. The learner has to master local, global and inferential comprehension. While reading the supplementary reader, the students are to be assisted to read by themselves, fast and silently. The aim is not mastering the language components but to comprehend the passage globally and enjoy independent reading.
- h. Writing is the highest of all the four language skills. While training/ developing communication skill of students, writing skill has to be integrated with all the other four skills. In higher classes care has to be taken to ensure that the students write correct English in terms of spelling and syntax. Teaching of grammar as a subject in itself is not required. In place of learning definitions and rules of grammar it is more useful to practice functional grammar and usage. Written composition may be strengthened by practicing exercises in transformation of sentences, narration, use of modal auxiliaries, voice etc. through which the learners get ample opportunity to compose sentences creatively and correctly. In longer compositions, together with correctness attention has to be paid to coherence and lucidity.

Students should be guided to use familiar words and sentence structures. Use of unfamiliar vocabulary and uncertain syntax for the sake of style will end up as a botched piece of composition.

- i. And finally, a word for English Language Teachers. If language teaching techniques are cultivated and applied creatively to develop communication skills in the young learners, language teaching can be a great fun a rewarding experience. In order to meet this professional challenge one has to keep “Sharpening one’s Saw” by keeping track with the latest developments in this field.

### **34. Activities to Enhance Creative and Critical Thinking Skills**

Games and puzzles have an inherent appeal to most people, especially to children and teenagers. By implementing them in their daily teaching-learning arena, teachers can sharpen students’ critical and creative thinking and problem-solving skills. Allowing students to take stands on issues that matter to them engages the classroom in a way that fosters critical thinking. Emphasis should be on Investigative and Collaborative Learning. Who? What? Why? Where? and When? can relate the ideas and exercise personal self-reflection for doing the things in a different way under the guidance of teacher being a facilitator.

Puzzles can also be used to help reinforce skills in subject areas such as English language, Arts, Mathematics, Science, and Social Studies. Crossword puzzles are especially helpful with vocabulary retention for any subject. Therefore, crossword puzzles will be immensely useful to our students, who are non-native English speakers, as they try to retain new words in a different language.

A crossword puzzle consisting of a grid of squares and blanks into which words crossing vertically and horizontally are written according to clues. Collection of free printable crossword puzzles for kids is an easy and fun way for children and students of all ages to become familiar with a subject or just to enjoy themselves and keeping their mind agile. Learning doesn’t have to be all crunching numbers and flashcards. We have to inject some fun into study time with framing or collection of crossword puzzles for students. These wordy worksheets challenge young learners with vocabulary and spelling in an appealing game-like format.

Providing definitions in the crossword puzzle format challenges students to explore past experiences, recall recently learned information, and manipulate vocabularies to find the right word. The process of filling in a crossword puzzle encourages independence, creativity, and active engagement. Here are a few key elements for our teachers to consider when designing their own crossword puzzles for the classroom:

- **Use one word answers**

Trying to squeeze multiple words into one answer can be tough. So if you’re trying to get students to fill in “Pythagorean theorem,” just use “Pythagorean” as the answer, and use this as the hint: “This theorem:  $a^2+b^2= c^2$ .”

- **Try to compile words that make sense together**

It is tougher to remember unrelated elements than it is to remember a group of somewhat similar elements. For example, with ELL/ESL students, try creating different puzzles with only food words, or just action verbs, or only months of the year.

- **Provide adequate and concise hints**

If you use similar vocabulary words, it's easy to confuse students with vague hints that could relate to more than one word. Therefore, use keywords in your hints that relate to only one answer.

- **Students have to create their own crossword puzzle**

This is a more engaging task than simply filling in the answers to a premade puzzle and promotes creativity and critical thinking skills.

### **35. Computer Education Programme (C.E.P.)**

#### **“Knowledge is constructed in the mind of the learner”**

Computers are transforming communications and the economy. Every child should be exposed to computers to understand the significance of this technology. The aim of CEP is that every student should understand how a computer works, have some grasp of how to find information on the Internet and learn how to use a computer and the Internet and knowledge about how computers are used by Government, Educational Institutions, Industries and people at their home.

The introduction of CEP into the classroom has the potential to transform many people's traditional way of thinking about education. Computers in the classroom may have played a role in changing the traditional view on teaching and learning. Education is no longer seen as the teacher transmitting knowledge to pupil.

CEP can advance higher order thinking skills such as comprehension, reasoning, problem-solving , creative thinking and complex cognitive performances, the ultimate purpose of which is not efficient use of memory but problem solving. These cognitive performances can include critical thinking evaluative skills, problem solving through analysis, synthesis and evaluation, meta-cognition (an awareness of one's own thought processes and the skills used in the thought processes).

CEP aims to train students in skills which they will need in further education and ongoing learning throughout the rest of their lives and for their future employment.

As a bare minimum, students should know how to type, how to use a word processor, how to “drive” an operating system and how to navigate the Internet. In order to equip pupils with the technological skills to make a significant contribution in an ICT rich world, careful consideration should be given to integrate computers into teaching and learning. The following guidelines may be implemented with regards to CEP:

- a. AMC to be arranged for proper maintenance of computers and their peripherals.
- b. Through the PGT (Comp. Sci.) arrangement is to be made to train the other staff so that the trained staff members can ensure effective implementation of CEP.
- c. Proper record of parts required/ replaced is to be maintained to ensure the quality service.
- d. All relevant software should be made available.
- e. Any defect in the system should be attended immediately through AMC / IT Dept.
- f. Anti-virus is to be installed in all the systems.
- g. Whenever the students browse internet, proper watch is needed by using the Firewall System to avoid misuse of the facilities.

- h. Computers are to be put for optimum use. Arrangement also to be made to have practical classes in the afternoon in a planned manner so that the students are benefited more.
- i. Cleanliness is to be ensured in the computer lab.
- j. LCD projector to be fitted permanently in the lab and smart room.
- k. LAN connection is to be ensured to share the resources
- l. Configuration of the computers may be updated to keep pace with the advancement in the field of computer education.
- m. Equip the computer lab by using handmade charts related to the Information Technology.
- n. Notice Board of computer Lab should have the list of useful websites, Lab Time Table, Computer teachers' time table, Rules of Lab and explanation of one latest technical term (weekly).
- o. Subscribe for monthly Computer magazine.

### **36. ICT in IISJ**

- a. All the teachers are to be trained to handle the systems at the school level itself by the computer faculty. If any staff member is not yet trained in effective handling of the computers, the Principal of the school should make arrangements for their training without affecting the academic activities of the school.
- b. At least 40 to 50% of relevant topics in each subject to be integrated with ICT.
- c. Teachers should be encouraged to develop their own e-lessons instead of using the readymade items which are commercially available.
- d. E-lessons/contents developed by the teachers are to be arranged topic-wise- class-wise and should be shared with other teachers through subject wise blogs.
- e. At least two periods for each subject in each class in a week are to be earmarked for ICT.
- f. Arrangement is to be made to have IT Clubs by involving the interested staff and students to encourage creativity.
- g. Competitions related to ICT are to be regularly conducted and winners are to be suitably rewarded so that the same will motivate others. Further, the students and staff are to be motivated to participate in different competitions which are being conducted at State/National/International levels.
- h. The Flash Drive of e-contents to be made available in the Library.
- i. Students and staff are to be exposed to online educational website to improve the quality of teaching-learning process.
- j. Special mention of the contribution of teachers related to ICT is to be mentioned in APAR of the concerned teacher.
- k. Workshops and seminars are to be organized by inviting renowned resource persons from outside.
- l. For all the classes, split-up syllabus in computer subject is to be strictly followed and test / examination is to be conducted as that of subjects.
- m. Digital pad with pen to be had by all teachers of IISJ for effective teaching learning process by using technology.

### **37. Usage of Internet and Updating School Website**

- a. Correspondence is to be done mostly through email to make the communication faster and to reduce paper work.
- b. Use of cloud computing/file sharing concept like Google Drive is to be increased.
- c. By providing internet facility to all the systems, students are to be guided and supervised properly to surf the website and also to download the required information and misuse of facility should be avoided.
- d. A record of the usage of internet facility by the students in the computer laboratory is to be maintained to have a proper check.
- e. Information bulletin is to be arranged, where display of information about career opportunities may be made after downloading the same from different websites.
- f. Arrangement is also to be made available for video conferencing by downloading necessary software.
- g. A record containing the details of school website renewal and password, email password and other important e-documents to be maintained.
- h. Data Backup of all the important data to be done regularly.
- i. Knowledge of Cloud Based Technologies and utilization of the features of cloud available are to be spread and put to use.
- j. Knowledge of Cyber Law, Cyber Crime and Cyber Securities to be given to the students and staff to prevent them from becoming victims.
- k. Monthly activities under Cyber Awareness Day are to be conducted.

#### **Regular Updation of School Website & Other Online Information Portal**

- a. The information displayed in the website is to be periodically updated by the IT Section so that anyone who wants to know about IISJ can collect the information conveniently.
- b. Website of IISJ should have updated information on all fields.
- c. Principal should open the website at least once a week and ensure that information in all fields are updated.
- d. Information like innovative practices followed by the staff, creative work of staff and students, achievements and present placements of alumni, achievement of existing students, official notifications, etc. are to be compiled, properly scrutinized and to be displayed only with the approval of the Principal.
- e. School to be tagged on Google Map.
- f. Link of 'Google Map of school should be in the 'contacts' section of school website.
- g. Create a channel of programme on Youtube and update the activities on it regularly.
- h. Create a Programme blog and monitor the same to develop 21st century skills among students and teachers.

- i. Timely updation of information on OASIS and other such platforms must be ensured.

### **38. Promotion and Development of Scientific Temperament**

Inculcation of the scientific spirit and promotion of scientific temper among the students of IISJ and to nurture their creativity, innovation, research, critical thinking, creative thinking, scientific aptitude, etc., the following suggestive activities to be taken up during the academic year 2024-25.

- a. Organization of School Level Science Congress / EDEX.
- b. To conduct Mathematics and Science Olympiad at Regional/National Level through various agencies for Junior/Senior classes.
- c. Organization of exhibitions, seminars, quiz at etc. to motivate the students.
- d. Visit of various laboratories, industries, science museum, etc. for developing scientific spirit.
- e. To introduce new learning capabilities. This requires identifying and providing environment to the children to develop communication skills, comprehensive skills, understanding abilities, etc.
- f. Enrichment of laboratories with adequate equipments, apparatus, chemicals, etc. and to conduct the practical regularly.
- g. Establishment of Junior Science and Mathematics labs.
- h. Establishment of Science and Mathematics clubs.
- i. Establishment of mathematics and Science park in open spaces

**Any other activity related to promotion of scientific spirit.**

### **39. Children's Science Congress-2024-25**

Children's Science Congress: Children's Science Congress (CSC) is a unique programme that prompts children to think of some significant societal problem, ponder over its causes and subsequently try and solve the same using scientific process. This involves close and keen observation, raising pertinent questions, building models, predicting solutions on the basis of a model, trying out various possible alternatives and arriving at an optimum solution using experimentation, field work, research and innovative ideas. Participation in Children's Science Congress encourages a sense of discovery. It emboldens the participants to question many aspects of our progress and development and express their findings in vernacular.

The primary objective was to involve children in open-ended scientific projects of relevance to the society. CSC has now become a nation-wide program coordinated by NCSTC (National Council for Science and Technology Communication) is a network supported and catalyzed by RVPSP

#### **The Humble Beginning**

Children's Science Congress (CSC), made a humble beginning in the year 1993 with joint initiatives of the NCSTC-Network and National Science & Technology Communication Council(*Rashtriya Vigyan Evam Prodyogiki Sanchar Parishad*), Department of Science & Technology, Government of India. The idea of organizing CSC was inspired by the similar effort of Gwalior Science Centre a NGO from Madhya Pradesh, taken in the early nineties.

### **Objectives**

- To provide a forum to the young scientists to pursue their natural curiosity and to quench their thirst for creativity by experimenting on open-ended problems;
- To make children feel that science is all around and they can gain knowledge as well as solve many problems by relating the learning process to the physical and social environment of the neighborhood;
- To encourage children throughout the country to visualise the future of the nation and help building generation of sensitive, responsible citizens;
- To stimulate scientific temperament and learning the scientific methodology for observation, collection of data, experiment, analysis, arriving at conclusions and presenting the findings

### **The Philosophy**

- A unique program that motivates children to take-up scientific research on local specific issues of their choice under broad themes, instead of imposing issues on them.
- A real experiment to promote methods of science with ample opportunities to encourage creativity, innovation and experiential learning.
- An activity towards promoting congenial team work, correlating science with everyday life situations.
- A potentially strong and effective movement for influencing the impressionable minds to enhance community feelings and sensitize towards societal needs.
- An event not merely for the privileged and school-going children; but even for those who are not in the formal school set-up, drop-outs, or forced to be out of the conventional mode due to poverty and disabilities.

### **Who is Eligible to Participate in National Children's Science Congress(NCSC)?**

- This is a forum open to young scientists in the age group of 10-17 years.
- Participation will be in 2 (two) age groups. First group includes 10 to less than 14 years and the other is 14-17 years. 31<sup>st</sup>December of the calendar year will be the cutoff date to decide the group.
- NCSC is not restricted to the school-going children only but is also open for the non-school children from the marginalized sections of the society who can be involved as team members. Any child in the age group of 10-17 years can participate in the congress.
- A child scientist cannot participate in the National Level CSC twice in the same age group.

### **Criteria of A Good Project Work**

- Local problem is to be identified and correlated with the focal theme and sub-theme.
- Work is to be carried out under self-explanatory title and in a well-marked local or geographical area.
- Observations are to be recorded in a well-maintained log book.
- Project could either be a survey or observation or experiment based or a combination of all.
- Data collected are to be subjected to analysis.
- Conclusions are to be drawn after proper analysis of data.
- Inferences are to be made.
- Solutions to the problem to be suggested.
- Action plan for follow-up to be devised.
- Use of living objects is to be restricted.

**The project is documented as a report and presented orally at school levels. However International Indian School, Jeddah will write to concerned department to give opportunity to its students for presenting it to state level and then national level.**

### **How to Write the Project Report**

- a. The language can be in English or any other Scheduled languages.
- b. The cover page of the Project Report should contain the following written clearly in English
  - o The Title of the Project
  - o District and State
  - o Name of the Group Leader and team members
  - o Name of the Guide Teacher
  - o Name of the Institution
- c. A-4 size (8" x 11.5") paper for writing the report to be used
- d. Report may be written in regional language but the Registration form (Form-A) must be filled in English.
- e. The report should be either neatly typed or legibly handwritten on one side of the paper.
- f. The word limit for the written project for the lower age group is 1000 words and for the upper age group is 2000 words. The written report can be substantiated by Photographs, sketches, illustrations etc.
- g. An abstract of the project should mainly cover the objective, methodology and result. The abstract must be very brief (Minimum of 250 words to a maximum of 300 words). The English translation of the abstract must be given if the report is written in any other language.
- h. Sketches, photographs may be used.
- i. At least 2 copies of project report to be prepared, one for submission at registration and other for your use for presentation purpose.
- j. The log book is a must, as a part of the written document since it is reflective of team work. This has to be submitted along with the report.

**Note: It is to be ensured by the school that the result of the project work is verified with the original data at source before presenting the project for the Science Congress.**

### **Report Content**

The content of the Report should be written systematically. The word limit for the project report for the lower age group is 14500 words and for the Upper Age Group is 2500 words. The written report can be substantiated by Photographs, sketches, illustrations etc. The following two documents to be submitted along with the report.

1. Abstract in English is compulsory, irrespective of the language in which the project is written. Total number of words of the abstract should be of 250 - 300 words.

### **The Report normally comprises of the following:**

- a. Introduction,
- b. Aims and Objectives,
- c. Need Statement in 50 words (Why this project? / Importance of the subject.)



- d. Hypothesis,
- e. Work Plan,
- f. Methodology,
- g. Observations,
- h. Results,
- i. Data Analysis,
- j. Conclusion,
- k. Inference,
- l. Solution to the Problem,
- m. Future Plan,
- n. Acknowledgements
- o. References and
- p. Appendix (if needed)

### **Oral Presentation**

- Time Limit - 8 min
- 4 posters of size 55 cm x 70 cm (21.6" x 27.5") drawing sheets are mandatory
- As per requirement, PPT can be used.
- The poster should cover the following:
  1. The project title,
  2. Names of the group members,
  3. Objectives,
  4. Map of the area,
  5. Methodology,
  6. Results,
  7. Conclusion,
  8. Solution to the problem.
- Depending upon the nature of the project the poster may or may not have a map and/or results.

### **Evaluation Criteria**

- Originality of idea and concept
- Relevance of the project to the theme
- Scientific understanding of the issue
- Data collection
- Analysis
- Experimentation/Scientific study/validation
- Interpretation and Problem solving attempt
- Team work
- Background correction.
- Report and Presentation
- Follow up Action Plan.
- Improvement from the previous level.

Sl. No.	Criteria	Max. Marks	Written Report	Oral Presentation	Total
1.	Originality of idea	10			
2.	Relevance of the project to the theme	10			
3.	Understanding of the issue	15			
4.	Data collection & analysis	15			
5.	Experimentation/validation	10			
6.	Interpretation and Problem solving attempt	10			
7.	Team work	10			
8.	Background correction	10			
9.	Oral presentation/ written report (as applicable)	10			
	<b>Total</b>	<b>100</b>			

#### **Role of Academic Coordinators:**

- Identification of subject experts as Resource Person.
- Developing Activity Guidebook.
- Identification of Evaluators
- Conducting training of school / local level Resource Persons.
- Training for guide teacher
- Keeping all documents of academic exercises and reporting as per formats.

#### **Levels of Participation: IISJ is identified as a Separate Level**

The CSC projects start at the School Level CSC where children can register and present their projects. On the basis of merit, projects are selected from the school level which will be held every year in December.

**Focal Theme: The focal theme of NCSC 2024&2025 has been decided as–**

**“UNDERSTANDING ECOSYSTEM FOR HEALTH AND WELL-BEING”**

#### **Sub Themes**

1. Know your ecosystem
2. Fostering health, nutrition and well-being
3. Social and cultural practices for ecosystem and health
4. Ecosystem based approach (EBA) for self-reliance.
5. Technological innovation for ecosystem and health.

**Detailed brochure along with activity schedule will be circulated separately.**

## REGISTRATION FORM

District: \_\_\_\_\_ State: \_\_\_\_\_

**Particulars of Team Leader:**

Name: \_\_\_\_\_

Date of Birth : \_\_\_\_\_

Std/Classes : \_\_\_\_\_

Sex : \_\_\_\_\_

Residential Address : \_\_\_\_\_

Name & Address of School : \_\_\_\_\_

Title of the Project : \_\_\_\_\_

Under the Sub-theme : \_\_\_\_\_

Language Used : \_\_\_\_\_

**Particulars of the Team Members:**

Sl. No.	Name	Address	Sex	Class	Date of Birth

Name &amp; Address of the Guide with Phone No. \_\_\_\_\_

Signature of the Head of the Institution: \_\_\_\_\_

**NB: A copy of this completed Registration Form must be enclosed with the Project Report.****Objectives of the Programme**

- To help students meet eminent scientists' fact to face, interact with them and feel the thrill of this unique experience and make them the role models.
- To nurture and nourish creativity and innovativeness by helping them giving knowledge and solve problems by relating their learning process to physical and social environment around them.
- To promote an opportunity to bright students to go beyond the limits of the school, to visit labs of national and international standards to further stimulate their temperament and help them observe to collect data, analyse and arrive at certain findings.
- To prepare the young generation to face challenges by encouraging the development for experimental and investigative skills and help them to become scientists for the future.

**Activities**

- Interaction with eminent scientists: National & International Scientists are to be identified and may be requested to address the students.
- Visit to prominent Science institutions and laboratories: Resource available locally are to be identified for field visits.
- Conduct of seminars, quiz and other competitions on innovations and science promotion: Topic of the seminar and details of the competition are to be communicated well in advance.
- Screening of films on science promotion: Films of scientific importance should be decided well in

advance, Students are to be briefed about the importance of the topic in advance.

- Preparation and display of Model Projects and exhibitions: Necessary guidance are to be issued regarding the exhibitions at the venue of the Science Congress.
- Paper presentation on great innovations and discoveries and also on life of great scientists: List of students/teachers who will be presenting papers is to be collected in advance for scrutiny and duplication is to be avoided.
- In order to provide maximum opportunity to students to interact with scientists, the names of scientists/professors and the topics he/she is going to deal with may be communicated to all the participants well in advance so that the participants can come with adequate preparation.

#### **Resource Persons**

Eminent Scientists/Professors from nearby universities, laboratories/institutes of higher learning are to be invited to interact with participants.

#### **Appreciation**

Participation certificates will be presented to all the students and escort teachers who participate in the programme. Prize winning children in various activities will be awarded books preferably on Science and technology, biographies of scientists, book on nature and environmental protection, wild life etc.

### **40. Visit to Scientific Institutes and Institute of Higher Learning**

#### **A. Visit to Scientific Laboratories:**

Children's Science Congress gives opportunity to the limited children. With a view to provide wider opportunity it is envisaged to arrange for visit of children to more number of scientific institutes. The purpose of the visit is to interact with the scientists in their own laboratories. Stay in the campus of Laboratory will be a great advantage as the students and teacher will be able to feel the ambiance of the science environment, in addition to getting more time to interact with the scientists and personally seeing the way science is carried in the Laboratories. These visits will have a long lasting impact on the minds of students and teachers. Following activities may be organized under this program: -

- a. Scientists as Teachers and Teachers as Scientists.
- b. Lab specific activities and on site experiments
- c. Visit of Scientists to Schools.
- d. Science related Clubs.
- e. Popular Lecture Series and Demonstration Programmes at School.
- f. Science Exhibitions.
- g. Teachers' Workshop.

School shall arrange at least one visit of selected children and science teachers to institutes of CSIR, DST, DBT, DIT, Ministry of Health, Department of Space Technology, Atomic Energy etc., This requires careful planning and a good liaison with the institutes. School shall support with required contact and connect.

#### **41. Integrating Cultural Component with Teaching of 3<sup>rd</sup> Language**

The three-language formula under the new National Education Policy (NEP) proposes that at least two of the three languages learnt at school should be native to India, one of which is most likely to be the local/regional language. IISJ has the three-language formula upto Grade VIII which is being implemented in a very structured way right from its inception.

NEP 2020 and spirit of EBSB reiterates that the language is inextricably linked with art & culture. Hence the CULTURAL component of the L-3 is to be essentially made an integral part of the teaching-learning transactions of the third language (L-3).

#### **42. Training**

Training is a planned process to modify attitude, knowledge or skill through learning experience to achieve effective performance. It is an activity or range of activities whose purpose is to develop the abilities of the individual in the work situations such that he/she can satisfy present and future manpower needs of the organizations.

##### **Objectives of Training**

The objective of training is to develop a professional, impartial and effective workforce that is responsive to needs of the stake holders. Besides emphasizing on the development of proper ethics, commitment to work and empathy for all section, it needs to be ensured that all employees have the requisite knowledge, skills and attitude to effectively perform the functions, they are entrusted with.

##### **Need of the Training:**

Teaching, today, has become complex and challenging. These challenges emerge from the explosion of knowledge, advances in pedagogical science, changes in basic concepts in psychology, sociology & economics, changes in school curricula, changing learning behaviour of pupils and ICT based learning etc. To meet these emerging challenges, teachers need to update their knowledge & skills on a continuous basis and learn to adjust to the changing conditions of schools. Further, 50 hours of Continuous Professional Development (CPD) for teachers is required as per NEP 2020.

##### **A. Strategies for Nomination & Conduct of Training Programmes**

- a. The IISJ staff who have attained the age of 58 years will not be nominated for any training until & unless specifically required.
- b. Keeping in view the preparation of students for board examination, no training for teachers teaching board classes and for Vice- Principals & Principals will be scheduled after 31st December of each year.
- c. In addition to suggestive course design as per CBSE training manual, training will also focus on:
  - i. NEP-2020.
  - ii. Sensitization of teachers towards safety & security, Gender and specially-abled children.
  - iii. Use of Educational Technology in the class rooms.
  - iv. Latest CBSE/NCERT circulars on syllabus / assessment scheme.

- d. All efforts should be made to do away with repetition of same participant for different courses unless his/her specific requirement is examined, so that others can avail the opportunity of trainings.
- e. Every training programme should be evaluated at different stages during and after the training. The common stages are: pre training evaluation, ongoing evaluation during the programme, post training evaluation and follow up after the training in the field situation.
- f. While nominating teachers for trainings, priority may be given to those who have not completed mandatory trainings as per requirement of service rules / NEP-2020.
- g. The teachers who have attended induction course should not be nominated for general trainings for at least two years until and unless specifically required.
- h. If teacher is constantly producing lower bench mark in examination in spite of getting training, appropriate administrative action should be initiated against such teachers.
- i. Appropriate entry of training attended should be made in service book of individual staff.

### 43. School Band Team

IISJ Band Team should be comprised of a group of students who have interest and aptitude to rehearse and perform instrumental band music together for marching, P.T displays, school ceremonies, and national events etc. The school band gives display of its prowess on important occasions like Independence Day, Republic Day, and Annual Day. Performance of Band Team gives a sense of achievement, emotional development, promotes self-confidence, team work and creative thinking.

#### Membership

A selected group of children 18 to 30+1(Boys /Girls) from classes VIII to XI constitutes the school band team. The selection is based on interest, proficiency in March-Past, Academic performance, attitude, discipline and responsibility exhibited by the students. The PETs and Scouts & Guides Incharge will take initiative in the process of selection and practice. The members are required to demonstrate good sportsmanship, maintain dignity at all times, show respect and loyalty to others in the group.

#### Types of Tune

- |                    |   |                         |
|--------------------|---|-------------------------|
| 1. Quick March     | - | for marching and parade |
| 2. Slow March      | - | for inspection          |
| 3. General Salute  | - | to receive guests       |
| 4. National Anthem | - | for National events     |
| 5. Band displays   | - | during mass gathering   |
| 6. Guard of Honour | - | for ceremonies          |

#### Training

Basic training is to be given by engaging a trained Band Master, training of tunes starts with notations/notes western/classical, practicing drum beats. Combined practice of drum, bugle, flute or piper or brass instruments playing with marching for display.

## **Instruments and Paraphernalia related to the Band**

### **Basic Set:**

- |                 |                     |
|-----------------|---------------------|
| 1. Bugle Copper | 5. Cymbal           |
| 2. Side Drums   | 6. Flute/Piper      |
| 3. Bass Drums   | 7. Triangle         |
| 4. Tanner Drums | 8. Drum Major Stick |

### **Pipe Band Set**

- |               |                     |
|---------------|---------------------|
| 1. Bag pipers | 5. Bass drum        |
| 2. Chanter    | 6. Cymbal           |
| 3. Shahanai   | 7. Drum Major Stick |
| 4. Side drum  |                     |

### **Ceremonial Band Set / Brass Band Set**

Trumpet, Clarinet, Euphonium, Alto horn, Saxo phone, French horn, Sozo phones, Side trumburno, Trampoline, Side drum, Bass drum, Tanner drum, Cymbal, Drum Major Stick etc.

### **Band Uniform**

As per Choice.

## **44. Ek Bharat Shreshtha Bharat**

The initiative 'Ek Bharat Shreshtha Bharat' was announced by the Hon'ble Prime Minister on 31<sup>st</sup> of October, 2015 on the occasion of the 140<sup>th</sup> Birth Anniversary of Sardar Vallabhbhai Patel. Through this innovative measure, the knowledge of the culture, traditions and practices of different States & UTs may lead to an enhanced understanding and bonding between the states, thereby strengthening the unity and integrity of India.

The canvas of Ek Bharat Shreshtha Bharat (EBSB) encompasses all the States and Union Territories of India.

There are 08 activities proposed as per **Annexure-A** to be organized under 'Ek Bharat Shreshtha Bharat' Programme. Out of these 21 listed activities, IISJ has to conduct at least 5-6 different activities in a year by integrating them in regular activities of the school. Activity No. 1 i.e. exposure of students to the alphabets, songs, proverbs, unique words through 100 sentences in the languages of the State/UT. Other actions to be taken by IISJ are given below:

- To establish an EBSB Club in the school.
- To appoint a Nodal Teacher in charge in the school to plan and conduct different EBSB activities.
- To prepare an annual action plan for the effective implementation of the programme and to ensure the inclusion of EBSB activities in the annual academic calendar of the school, by linking each activity to a life skill/ learning skill/ media skill.
- To give adequate publicity to the activities conducted under EBSB and reach out to the larger community through innovative and effective ways.
- To give incentives/recognition to the students for their good performances in EBSB activities in the form of certificates, badges, appreciation etc.

**Calendar and List of Activities for IISJ under  
Ek Bharat Shreshtha Bharat – (One India Best India) -2024-25**

Sl. No.	Activity	Suggested Month / Day	Learning Outcome- Skills/Values to be Enhanced
1	Exposure of students to the alphabets, songs, proverbs, unique words through 100 sentences in the languages of the State/UT.	Every month during the academic year	<ul style="list-style-type: none"> <li>Linguistic Skills</li> <li>National Integration</li> <li>Spirit of Patriotism and Unity</li> </ul>
2	Essay Competition among students related to the State/UT.	Any time during the academic year (at least once in a year)	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Appreciation of diversity</li> <li>Sense of common identity</li> </ul>
3	Drama/folk theatre/role play on culture, history, tradition of the State/UT.	Any time during the academic year (at least once in a year)	<ul style="list-style-type: none"> <li>Information Literacy</li> <li>Media Literacy</li> <li>Linguistic Skills</li> <li>Creative Skills</li> <li>Communication Skills</li> <li>Research Skills</li> <li>Spirit of Patriotism and Unity</li> </ul>
4	Pledge on Swachhata/single use plastic/water saving/National Unity in the language of the State/UT	At least twice every month during the morning assembly	<ul style="list-style-type: none"> <li>Linguistic skills</li> <li>Communication skills</li> <li>Creativity skills</li> <li>Environmental Literacy</li> <li>Enhances social responsibility.</li> </ul>
5	Talks by students and teachers on various State/UT of India related to its latest news, history, culture, national icons, social reformers, famous personalities (current as well as historical) or any other theme significant to the State/UT of the country.	Two days every month during the Morning Assembly	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Creativity skills</li> <li>Research Skills</li> <li>Sense of affinity with the paired State/UT</li> </ul>
6	Question Answer Session on the State/UT.	At least once in the academic year	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Sense of affinity with the paired States/UTs</li> </ul>
7	State/UT Day Celebration of the State/UT.	Once a year on the State/UT Day of the paired State/UT	<ul style="list-style-type: none"> <li>Creative skills</li> <li>Communication skills</li> <li>Sense of unity</li> </ul>
8	Cultural Fusion Competition (Folk Songs/Dance, Arts & Painting, Music, Cuisine any other cultural activity of the States/UTs may be demonstrated through Fusion)	At least once in a year	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Creative skills</li> <li>Artistic skills</li> <li>Spirit of patriotism and unity</li> </ul>



#### 45. Azadi Ka Amrit Mahotsav

Azadi Ka Amrit Mahotsav (AKAM) is an initiative of the Government of India to celebrate and commemorate 75 years of independence and the glorious history of its people, culture and achievement.

##### 1. Following activities will be conducted during 2024-25:

- Writing activity on India's struggle for freedom.
- Activity in class/school assembly under *Azadi ka Amrit Mahotsav*.
- *Mera Gaon Meri Dharohar* (My Village My Heritage).

##### 2. Following activities are to be conducted with new edition:

- Veer Gaatha Project 2.0.
- CBSE Expression Series.
- Other activities as directed by MoE (Govt. of India) will be communicated.

#### 46. Games

Volley Ball, Hand Ball, Basket Ball, Kho-Kho, Football, Hockey, Throw Ball, Badminton, Table Tennis etc. Recreation games for Class VI may be arranged for the first few months after their admission.

**Sports & Games – Suggestive Time Table for the Year 2024-25**

VI	Boys	Battery Test	Hand Ball	Kho-Kho	Rope Skipping	Volley Ball	Football	Athletics/ TT	Chess & Carrom
	Girls	Battery Test	Hand Ball	Kho-Kho	Athletics	Table Tennis	Rope Skipping	Volley Ball	Chess & Carrom
VII	Boys	Battery Test	Volley Ball	Hand Ball	Kho-Kho/ Rope Skipping	Foot Ball	Athletics/ TT	-	Badminton
	Girls	Battery Test	-	Hand Ball	Badminton	Volley Ball	Kho-Kho/ Rope Skipping	Chess & Carrom	Athletics/ TT
VIII	Boys	Battery Test	Chess/ Kho-Kho	Volley Ball	TT / Hand Ball	Foot Ball	Athletics/ Carrom	Badminton / Rope Skipping	Basket Ball
	Girls	Battery Test	-	Volley Ball	Athletics/ Carrom	Basket Ball	Badminton / Rope Skpg.	Chess/ Kho-Kho	TT/ Hand Ball
IX	Boys	Battery Test	Foot Ball/Rope Skipping	Athletics	Hockey/ Volley Ball	Cricket/ Badminton	Basket Ball	TT/ Chess/ Carrom	Kho-Kho
	Girls	Battery Test	Hand Ball/Rope Skipping	Volley ball	Athletics	Basket Ball	Kho-Kho	Badminton	TT/ Chess/ Carrom
X	Boys	Battery Test	Basket Ball/ Cricket	Football/ Rope Skipping	Hockey/ Carrom	Badminton & Gym	Athletics & Gym	TT	Chess & Kho-Kho

	Girls	Battery Test	Volley Ball	Basket Ball, TT & Carrom	-	Athletics	Badminton	Kho-Kho & Chess	Hand Ball/ Rope Skipping
XI	Boys	Battery Test	Chess & Hand Ball	Volley Ball	Foot Ball/ Rope Skipping	Carrom & Hockey	Athletics & Gym	Badminton	Cricket & TT
	Girls	Battery Test	Volley Ball & Chess	Basket Ball & Carrom	Badminton / TT	Hand Ball/ Rope Skipping	-	Kho-Kho	Athletics
XII	Boys	Battery Test	Basket Ball	Foot Ball	Hockey	Kho-Kho/ Rope Skipping	Athletics & Gym	Hand Ball & Badminton	Cricket
	Girls	Battery Test	Athletics/ Carrom	Badminton & Chess	Basket Ball / TT	Hand Ball	Volley Ball	Kho-Kho/ Rope Skipping	-

## Yoga

It is a great form of exercise and a disciplined method which helps to achieve harmony between body, mind and soul. It can be done anywhere and it does not require any special equipment. It also enhances flexibility, endurance as well as muscle tone. It involves techniques of controlling the body and the mind and very effective in reducing stress levels and helps in acquiring emotional skills. School should make the children to do regular Yogasanas under the supervision of PETs on regular basis as per the time table.

The **International Yoga Day** should be celebrated every year in a grand manner on 21st June every year. Renowned guest speakers who are expert in Yoga should be called for demonstration and interaction with students. Those Teachers who have been provided with Yoga Training by the school have to make an active role in bringing awareness among children about the importance of yogaasanas by conducting practical sessions. Children should be guided and encouraged to participate in yoga competitions.

Class	April	July	August	September	October	December	January	February
VI	-	Padmasana, Siddhasana	Baddha Padmasana, Parvatasana	Vajrasana, Sarvasana	Sarvangasana, Halasana	Practice In Previous Asana	Surya Namaskar	Meditation Surya Namaskar,
VII	Chakrasana, Paschimotrasana	Salabhasana, Bhujangasana	Dhanurasana, Tadasana	Purna Dhanurasana, Konasana	Sirshasana, Kukutasana	Surya Namaskar	Surya Namaskar, Meditation	Practice In Previous Asana
VIII	Vrukshasana, Padahasthasana	Dandasana, Naukasana	Gomuktasana, Matsyasana	Dhyana, Pawanasana, Paschimotrasana	Makarasana, Pawanmuktasana	Surya Namaskar	Surya Namaskar, Meditation	Practice In Previous Asana
IX	Ardha Matsyendrasana, Garudasana	Sirshasana, Mayurasana	Kukutasana, Bakasana	Chakrasana, Sarvangasana	Purna Chakrasana	Surya Namaskar	Surya Namaskar, Meditation	Practice In Previous Asana
X	Mayurasana	Sirshasana	Sakrasana, Shalabhasana	Hanumanasana, Natarajasana	Virabhadrasana, Gomuktasana	Surya Namaskar,	Surya Namaskar, Meditation	Practice In Previous Asana

## **Mainstreaming Health and Physical Education (HPE)**

For mainstreaming health and physical education in consultation with MoE and Ministry of Sports, Govt. of India, CBSE has constructed a curriculum and divided HPE into four strands. This is to ensure that the Physical Education component which will continue to be assessed internally is taken up as a cross-curricular, interdisciplinary discipline across the four strands.

- Mainstreaming would require the coming together of the Class Teacher, PE teacher and teachers of other disciplines.
- The mandatory nature of this discipline needs all students to participate in an innovative way through the strands detailed hereafter.
- It will be mandatory for the school to upload a report of work accomplished across the strands of grade X and XII in the prescribed manner, for enabling students to sit for the Board exam.
- The stipulation is to ensure that school take this aspect seriously so as to ensure lasting and lifelong benefits for their students.
- The following subjects of internal assessment are being subsumed in Health and Physical Education from session 2018-19 onwards:

### **Class IX-X**

1. Work Education (500)
2. Health and Physical Education (506)

### **Class XI-XII**

1. Work Experience (500)
2. Physical and Health Education (502)

As the above subjects of internal assessment are being subsumed in Health and Physical Education (HPE), so the schools should not allocate any period to these above-mentioned subjects from session 2018-19 onwards. The same periods should be allocated to Health and Physical Education.

## **Introduction**

- The new format of HPE envisions that each student will undertake activities categorized under four strands.
- The work education aspect of the syllabus is subsumed under this format, hence there will be no need to take it up as a separate subject.
- This format is to be compulsorily implemented for Classes IX, X, XI and first half of the year for Class XII.
- This is an essential requirement for writing the Board examination.
- Unless school undertakes HPE seriously and are ready with records of all strands as well as Health and Activity Cards for all students, they will not be allowed to register their candidates for Board examinations
- All schools need to fill in the HPE School Report for the ongoing session before registering their candidates in classes IX and XI. The report should reflect the activities undertaken under each strand separately for each class right from class IX to XII as per CBSE guidelines.

- No theory classes will be taken as a part of this format.
- The class teacher shall be responsible for ensuring that each child participates in all strands.
- The class teacher shall also guide and facilitate strand 3 and strand 4.
- In the absence of a sports/games teacher, the class teacher may facilitate strand 1 and 2 also and ensure that all children participate in the games/sports of their choice.
- Internal assessment is to be jointly done by the class teacher and the games/sports teacher
- From Strand 1, at least one activity is to be taken up by each student as a class or as an individual. The choice will be left to the students and the class teacher will facilitate each child to decide, based upon the sports facilities available at the school. Schools are encouraged to provide more options by adding to the infrastructure each year
- Children are free to choose more than one activity from strand 1, as long as the school sports infrastructure supports it.
- Children are also free to change their choices during the course of a year.
- A class as a whole could be encouraged to take up any one team game and/or invasion game, by delineating the role of each student of the class. Roles should be decided by students among themselves. Roles could include player, captain, umpire, cheer leaders, commentators, event manager, coach, organizers, reporters for school magazines, etc.
- The Board will be inspecting records for Strand 1 and 2 such as attendance and participation by all students. Evidences such as Portfolios, Journals, Essays, Video recordings etc. in case of SEWA may be kept ready for scrutiny by the CBSE at any time during the year.
- School is required to place the activities they undertake under various strands on their own website under the 'Sports Corner' which should be updated at regular intervals.

Strands	Marks	Period (Approx.)	Levels *
<b>1. Games</b> <ul style="list-style-type: none"> <li>• Athletics/Swimming</li> <li>• Team Games</li> <li>• Individual Games/Activity</li> <li>• Adventure Sports</li> </ul>	50 Marks	90 Periods	<ul style="list-style-type: none"> <li>• Upto 25 Marks: Learning</li> <li>• 26-40 Marks: Proficiency</li> <li>• 41-50 Marks : Advanced</li> </ul>
<b>2. Health and Fitness</b>	25 Marks	50 Periods	<ul style="list-style-type: none"> <li>• Upto 12 Marks: Learning</li> <li>• 13-20 Marks : Proficiency</li> <li>• 21-25 Marks : Advanced</li> </ul>
<b>3. SEWA</b>	25 Marks	50 Periods	<ul style="list-style-type: none"> <li>• Upto 12 Marks: Learning</li> <li>• 13-20 Marks: Proficiency</li> <li>• 21-25 Marks : Advanced</li> </ul>
<b>4. Health and Activity Card</b>	No Marks	10 Periods	-
<b>Total</b>	<b>100 Marks</b>	<b>200 Periods</b>	

**Distribution of Marks for Internal Assessments:**

- The grades/ Levels obtained under the first three strands will be reflected on Report Cards.
- Note: For detailed information mainstreaming HPE, may be referred to CBSE curriculum released for the session 2022-23.

**Battery Test Formats for Boys and Girls of all Categories for the Academic Year 2024-25 are given under Annexure-XVI.**

**47. Youth Parliament Competitions**

With a view to strengthen the roots of democracy, inculcate healthy habits of discipline, tolerance of the views of others and to enable the student community to know about the working of Parliament, Ministry of Parliamentary Affairs introduced the scheme of National Youth Parliament competition in school. Youth parliament has a special importance in developing an insight in the young students. Thus, the purpose of having Youth Parliament is:

1. To make students understand the parliamentary procedure.
2. To develop in students an insight into the working of parliament
3. To make students consider public issues and form their opinion on them.
4. To train students in the technique of group discussions.
5. To develop in them respect and tolerance for the views of others, respect for rules and to train them in group behaviour.
6. To make students aware of various problems being faced by our society and the country.
7. To develop in students, the qualities of leadership.
8. To make students understand the common man's point of view and express it in an articulated manner.

**48. Art in Education Programme**

One of the aims of IISJ is to provide quality education and ensure linkage of community and the school through Art in Education Programme. Different facets of Traditional and Contemporary Arts of Community are introduced as a part of activities. In addition to developing values of national Integration, students are trained and taught different art forms.

**Objectives of Art in Education in IISJ**

- Incultation of time tested and enduring universal values.
- Community integration through Arts.
- Exploring the community environment, local history, geography and tradition from the overall social perspective and preservation of community heritage.
- Providing opportunities through Art in Education for Social and National Development in which Art Education acts as a catalyst.

**Kinds of Art activities undertaken through Art in Education Workshops**

- Theatre in Education (enactment of school text book lessons etc.),
- Traditional performing Art,
- Dances – Classical,
- Youth choir Puppetry,
- Visual Art-Sculpture, Painting, Pottery (Traditional & Modern) Crafts (Traditional and Modern),
- Weaving Martial Art,
- Poetry writing and Recitation Creative writing,

- Seminar and Debate,
- Ballet & Modern Dance Compositions,
- On the Spot Painting and Poetry Competition,
- Folk Theatre,
- Folk Music,
- Folk Ballads,
- Sufiana / Qalam etc.

#### **Main Activities of Art in Education Workshops**

- Values of National Integration and other Universal Values are to be inculcated amongst students through Art in Education.
- Different Performing Art traditions, painting styles, crafts and theatre in education work have to be taught to students in IISJ.
- Traditional wisdom of our village societies is passed on to the students through songs, folk ballads, art and traditional theatre workshops.
- Eminent personalities from the field of literary, visual art, theatre and performing arts are to be involved to train the students.
- Renowned educationist and eminent personalities in public life are also associated to inculcate leadership qualities in students.
- Various activities of KALA UTSAV likewise Vocal / Instrumental Music, Dance, Painting, Art/ Music concerts, Band Competition of Boys & Girls, etc, should be organized where Male & Female candidates can participate in the activities.
- Activities of Art likewise Poster Competition / Creative Work Competition, Cartoon Making Competition, Mask Making, Calligraphic Competition, Theme Based Painting Competition,
  - Hindi Calligraphy, Folk Art, Scroll Painting, Painting related epics, Illustration on Panchtantra or Historical Places Story, In this concept, Visual Art works on Folk Art, Scroll Painting, Wooden Doll Making, Mask Making, Dance, Drama, Theatre, Youth Choir must be organized on certain occasions likewise World Health Day, World Literacy Day, Hindi Pakhwara, Quit India Movement Day, Ek Bharat Shreshtha Bharat activities, Art in Education Workshop, National Festivals and Birth Anniversaries of great personalities and freedom fighters.
  - Good quality paintings prepared by the students should be properly framed and displayed at important places like MP Hall, Library, entrance of the Academic Block, Principal Office, etc.
  - Documentation of art workshops in the form of brochures, Handouts and pamphlets to be compiled so as to form a booklet.

#### **49. Activities of Scouts and Guides in IISJ**

Scouts and Guides movement was started by Lord Baden Powell and Lady Baden Powell at London in 1899. This movement gradually spread throughout the world. Scouts and Guides movement helps in instilling self-confidence which is vital in developing the personality at tender age with a Motto 'BE PREPARED'.

#### **Scouts and Guides Unit**

1. IISJ shall have one functional unit with 32 Scouts and 32 Guides.
2. All scouts and Guides must be provided proper uniform to get the feeling of belongingness and involvement.
3. To make the unit functional and activities conducted, each unit should have a trained Scout Master and Guide Captain. Most of the Scout Masters & Guide Captains should have completed basic course and advanced course. The teachers who have completed basic course/advanced course may be given an opportunity for next higher course to improve their performance further which in turn improves the activity among the children.
4. The Scout Masters & Guide Captains shall maintain logbooks to record all activities of the Scouts & Guides i.e. Programmes/Tests conducted in Pravesh, Prathama Sopan, Dwitiya Sopan and Tritiya Sopan. After completion of Tritiya Sopan Test successfully, a Certificate should be distributed at school Level.
5. Funds are to be generated through means of students provided for Scout & Guide activities at unit level to conduct various activities to strengthen the unit.
6. Scouts & Guides shall be provided an opportunity to participate in National Adventure programmes, Pachmarhi once in a year.
7. If qualified Scout Masters /Guide Captains are not available at school level, nominate suitable teachers who will be given necessary training. Boys' & Girls' Section must have minimum two Scout Masters and Two Guide Captains to train the Scouts /Guides.
8. Order of training programmes for Scout Masters /Guide Captains: After completion of one training minimum 6 months' gap is necessary.
  - Basic Course Training
  - Advance course Training.
  - Pre-ALT(Adult Leader Trainer)
  - ALT
  - LT (Leader Trainer)
  - HWB
9. Order of the training programmes for Scouts and Guides: After completion of one training minimum 6 months' gap is necessary.
  - A. Pravesh
  - B. Prathama Sopan
  - C. Dwitiya Sopan
  - D. Tritiya Sopan
  - E. Rajyapuraskar Camp
  - F. Pre-Rashtrapati Camp- by NHQs, BS & G's only.
  - G. Rashtrapati Camp –by NHQs, BS & G's only.

### **Review of Scouts and Guides Activities**

1. **Activities at School Level-** (As per Scout Test Card/ Guide Test Card).

2. **Strategies for Rajya Puraskar Testing Camp:** Database with respect to Scouts/Guides and Scouts Masters/Guide Captains from each school shall be compiled. After qualifying Tiritiya Sopan at School Level, Scouts/Guides are eligible for attending Rajyapuraskar Testing Camp. Log Books shall be submitted at the time of Camp. Camps can be organized in any School where the availability of resource persons is sufficient. (That means HWB,ALT,LT Holders).
3. **Strategies for Pre-Rashtrapati Camp & Rashtrapati Puraskar Camp:** After qualifying the Rajyapuraskar, Scouts /Guides shall be eligible for Pre-Rashtrapati Camp & Rashtrapati Puraskar Camp. These tests will be conducted by National Training centre and National head Quarter, Bharat Scouts and Guides, New Delhi only. Minimum HWB, ALT and LT Holders are required to conduct the test.

#### **Annual Calendar of Bharat Scouts & Guides for 2024-25**

- a. List of programmes to be organized at school level in addition to the celebration of important days:

Sl. No.	Day of Celebration	Tentative Date
1	International day against Drug Abuse and illicit Trafficking	26 <sup>th</sup> June
2	World Forest Day	30 <sup>th</sup> June
3	Pachmarhi Day	10 <sup>th</sup> September
4	International Day of Elderly Persons	1 <sup>st</sup> October
5	Anti-Leprosy Day	2 <sup>nd</sup> October
6	World Habitat Day/ Gandhi Jayanti	2 <sup>nd</sup> October
7	Jota/Joti	21 <sup>st</sup> & 22 <sup>nd</sup> October
8	BS & G's Foundation Day and Flag Day	7 <sup>th</sup> November
9	World AIDS Day	1 <sup>st</sup> December
10	International Day for Disabled Persons	3 <sup>rd</sup> December
11	Human Rights Day	10 <sup>th</sup> December
12	Youth day	12 <sup>th</sup> January
13	Anti Leprosy Day	30 <sup>th</sup> January
14	Thinking Day /Founders Day	22 <sup>nd</sup> February



**b. Proposed Programmes for Scouts and Guides:**

Sl. No.	Name of the Programme /Event	Month
1	Youth Leadership Camp	September
2	Sea Scouts/Guide Leader Training Course	September
3	National Adventure Programme	October
4	Water Regatta	October
5	Adventure Programme	November
6	Rastrapathi Scout/Guide Rally	November
7	Skating Tour Programme	November
8	Adventure Programme	November
9	Scout/Guide International Camp	November
10	Scout /Guide Integration Programme & Camp	December
11	Coastal Trekking	December
12	Desert Trekking	December
13	Youth Day Celebration	January

**c. Scheme for Advancement of a Scout or a Guide 2024-25**

Sl. No.	Name of the Event	Programme	Age
1	Pravesh	1. A boy or a girl can be invested as a Scout or as a Guide on completion of Pravesh Test.	10 Years
		2. A Pravesh Scout/ Guide will work at least Six Months to qualify for Pratham Sopan.	After Six Months to Pravesh
2	Investiture	The recruit has completed his/her Pravesh Test. He/ She has been prepared by his/her Patrol leader	After Three Month to Pravesh
3	Pratham Sopan	A Pratham sopan scout or a guide will work for at least nine months to qualify for Dwitiyasopan.	After Nine Months to Pratham Sopan
4	Dwitiya Sopan	A Dwitiya Sopan Scout or a Guide will work for at least nine months to qualify for Tritiya Sopan.	After nine Months to Dwitiya Sopan
5	Tritiya sopan	A Tritiya sopan Scout or a Guide will work for at least six months to qualify for Rajya Puraskar.	After Six Months to tritiya sopan.
6	Rajya Puraskar	A Rajya Puraskar Scout or a Guide will work for at least nine months to qualify for Rashtrapati Scout Award or Guide Award. Note: Unless a Scout or a Guide completes the age of thirteen years, he/ she will not be eligible for receiving the Rajya puraskar.	After nine months to Rajya Puraskar. Age After Thirteen Years.
7	Rashtrapati Award	Note: Unless a Scout or a Guide completes the age of fourteen years he/ she will not be eligible for receiving the Rashtrapati Award.	Age after Fourteen years

**The Bharat Scouts & Guides**  
**Tentative Programme for Scout & Guides Activities, Year-2024-25**

Sl. No.	Months	Activities	Organized by
1	To be fixed	Registration of Scouts & Guides	School Level
2		Rajyapuraskar Trg & Testing Camp.	Regional
3		PM Shield activities	School Level
4		Swachchhata Abhiyan-Cleaning Competition	School Level
5		All Faith Prayer	School Level
6		Rashtrapati Testing Camp	BS & G New Delhi
7		Investiture Ceremony	School Level
8		Rashtrapati Testing Camp	BS & G New Delhi
9		Patrol Leader Camp	R.O.
10		Tritiya sopan Testing Camp	R.O.
11		Dwitiya Sopan Testing Camp	School Level

In celebration of important events/ days, activities for BS & G should also be planned and implemented at School Level.

## 50. Gender Sensitization Programme

IISJ aims at building a learning community where the students and stakeholder know, understand and respect each other. Educational practices in IISJ are aligned to the principles of Justice, Liberty, Equality and Fraternity as enshrined in the Indian Constitution.

IISJ constitutes a unique and large network of co-educational institutions in KSA. IISJ strives for enhancing the quality of co-educational culture and its effectiveness by creating a safe environment for children and not to harm them in any way by any act of immoral behaviour while in school. In order to enable all persons to participate effectively in a free and more human environment and to build awareness on gender equality, IISJ has decided to conduct gender sensitization programme.

### Conducting Sensitization Sessions in the IISJ for the Students

- Trained teachers / Social Science teacher (PGT/TGT) will take at least one session in their regular periods in each month on gender sensitization in their respective classes and it should be reflected in the class as well teachers' time table.
- The programme materials need to be adapted as per the local needs without making changes in the topics/ activities.

- The resource person/trained teacher should be well prepared and be fully aware of all training needs/contents.
- The teacher/resource person is expected to be aware of the profile of target group/participants and will facilitate better communication between the resource person and students.
- The participatory and interactive approaches are to be at the core of the entire session.
- Efforts will be required to ensure that every student gets necessary motivation and opportunities for active participation and learning.
- Keeping the contents/resource material and transactions relevant to the concern of students and their needs must be given special focus.
- The period should be allotted to the teachers who are trained in AEP Programme.

### **Conduct of Awareness Programme in Other Activities**

In addition to the above the Principals are required to prepare an action plan for the year 2024-25 for gender sensitization awareness in the school in the form of debates, demonstrations, discussions, chalks, hand outs, audio & video clipping, campaigning, essay writing competitions, stage activities, lectures in the morning assembly and programmes in the co- curricular activities on the following topics:

- Educate a woman- Educate a nation.
- To share experience of working with ladies.
- To help men recognize the importance of women in society.
- Familiarize students with gender issues.
- To encourage Girls to examine their personal beliefs on life and work – A reflection on values.
- Multiple roles of women in society.
- Some facts about women in society.
- Gender equality.
- Factors hampering the progress of Girls.
- Value Education.

### **Monitoring**

- The facilitators i.e. Activity i/c / VP/HM/ Principal, Social Science teachers and trained teachers are responsible for effective implementation of the programme in IISJ.

**Note:** IISJ will be at liberty to add few new areas concerned to gender sensitization as per the resources available.

## **51. Self-defence Training Programmes for Empowering Girls**

It is time for emphasizing the need for achieving excellence among students in various games, sports & physical activities in IISJ. Although the participation of girls in sports and physical activities and competitions at various levels have been observed encouraging. Yet, the girls should be encouraged to participate in co-curricular activities, sports, games and physical activities, Scouts & Guides and other adventure programmes.

In the wake of the present scenario, it has been felt that learning of self-defence skills is essential to empower individual girls which can help them to live with dignity and confidence and to defend themselves against violence.

In order to create awareness about the safety of the girls, special focus is required to be given in the sports & physical activities to teach basic self-defence techniques & to train them and to tackle real life situations and to protect themselves from anti-social elements.

### **Objectives**

To train IISJ girl students for safeguarding and to defend themselves against crimes against them. Implementation of self-defence programmes.

### **Measures to Achieve the Goal**

- The self-defense training for girls will be taken as one of the important activity for inclusion in the sports & physical activities being conducted in IISJ. The training will include Judo, Karate & Taekwondo and other innovative techniques of self-defence.
- The Principal/VP will identify training resources /experts preferably from the recognized agencies/organizations.
- The Resource persons/experts preferably female Instructors may be appointed initially for a period of three months.
- The girl students will be divided into groups for conduct of the classes.
- The Principal will ensure that week long curriculum for teaching of self-defence is prepared by the Instructor and one hour a day will be allotted to a group of students so that all the girl students are covered alternately during the period of six months initially.
- The Principal will plan the allotment of time and space for training keeping in view the prescribed time schedule of the school.
- Self defence classes may be organized during morning PT/Evening games hours.
- Lady escort to be present for strict supervision to avoid any untoward incident during training.

**Note:** The school will be at liberty to add a few more areas, if any, for further strengthening the sports & self-defence programmes for the girl students.

## **52. Inclusive Education**

Inclusive Education is an approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. It is one of the most effective ways to promote an inclusive and tolerant society. IISJ will also address the needs of all such children and provide necessary infrastructure and facilities and also mobilize resources to bring inclusiveness. The Principals and teachers should contribute their best positively in this direction.

### **Action Plan**

- Enrolment and retention of all children with disabilities in the mainstream education system.
- Providing need based educational and other support in mainstream schools to children in order to develop their learning and abilities, through appropriate curricula, organizational arrangements, teaching strategies, resource and partnership with their communities.
- Generating awareness in the general community, activists and persons working in the field of education and more specifically among parents and children that the disabled have full rights to appropriate education in mainstream schools and that it is the duty of those involved in administration at every level including schools to ensure that they have access to education.
- Facilities for transition of young persons with disability wishing to pursue secondary education.
- Provide inputs in all pre-service and in-service training for mainstream and special education teachers to enable them to work with children with disability in an inclusive education system.
- Participation in sports, co-curricular activities, to promote all round ability development.

### 53. News Items of IISJ / Achievements

Important activities, events, developments, achievements etc. of the school are to be recorded for permanent and long term preservation to show the functioning of the school. The same is to be digitized and uploaded from time to time on the school website.

### 54. School Magazine

A School Magazine helps to maintain a record of all the major activities and achievements and to bring out the creative urges of the students and staff. It is a medium to show the accomplishment of IISJ objectives. It reflects the students' creativity and achievements. It inspires students to overcome their fear and put forth their ideas and thoughts that are too deep to be expressed and too strong to be suppressed. IISJ should prepare **Annual Magazine** to recognize both individual and school achievements as well as to circulate news, articles, on matters of concern, and for pupils to appreciate one another's talents. It is required to form an Editorial Board for preparing School Magazine at the end of the academic year. The Editorial Board should consist of Principal/Vice-Principal, active and effective teacher each from Hindi, English, Regional Language and Science department, PET and Art Teacher, including two XI class students, one boy and one girl. The members of editorial board under the chairmanship of the Principal have to meet to decide the structure of the Magazine and its components. The members of the editorial board should work like a team and connect to all the stake holders for gathering information about the various events, competitions and activities with good quality photographs on continuous and regular basis. The data collected is to be compiled in proper order with due weightage to the events and topics.

The following are the suggestive points to be incorporated in School Magazine:

Messages from the Patron, Vice Patron, Chairman (School Managing Committee), the Principal's Message, Foreword from Editorial Board, Academics Achievements in board and non-board classes and Awards, Visits of dignitaries to IISJ, Achievements in Co-Scholastic activities including games and sports, organization of Cluster/Regional/National Meets, Sports teams and their remarkable achievements, participation of students in Cluster, Regional and National Level competitions in various areas, School clubs, joining of new teachers, House System, Extracurricular activities, Field trips, Upcoming events and

activities, Popular culture, Latest music, Good books, Interesting art, Reviews, Recommendations, the founding of the school, the history of the school sports team, interesting news, trending topics, interview with officials, interview with other important groups or people/parents. **Articles written by students and staff are to be incorporated in the Magazine.** They may be asked to write opinion articles, letters to the editor, and editorials, presenting their own creative ideas and experiences pertaining to IISJ life, new experiences, social and emotional integration with IISJ system, creative ideas, how to make friends, how to work together, How to overcome your biggest fear, How to get rid of bad habits, How to deal with peer pressure, How to approach the principal, How to study for finals, How to get better grades, Study tips, and some other ideas such as Comics Student drawn ones, Guest articles (from staff and faculty), Contests, Puzzles, Quizzes, Interview a student or a group and write an article about them. Some staff members should also contribute articles for the School Magazine. Articles in Hindi, English and Regional Language are to be included in the Magazine. The Magazine pertaining to the school achievements and activities of the last academic year should be made available as a PDF soft copy at the beginning of the new academic year which can be shared with important dignitaries, parents and MOE-level government officers and other IISs. Few coloured printed copies may be made available in the library as reference for the staff and students. One such copy is to be given to the Chairman and other members of School Management Committee separately so that they could get a first hand exposure about the achievement and activities of the school.

Apart from Annual School Magazine, it should publish fortnightly/monthly Newsletter highlighting the various activities of the school including important events, competitions, tips for innovative teaching-learning strategies, puzzles, and one or two articles on current issues by students or staff. IISJ should publish a quality newsletter with catchy name that needs to appeal to the reader's eye and interest. Few hard copies of newsletter should be made available in library for students and staff. A soft copy in the PDF format may also be shared to email IDs of staff, students and SMC members. It can also be shared among all IISs on social media. The Editorial Board of the School Annual Magazine is to be entrusted with the responsibility of preparing and issuing weekly/fortnightly News Letter on regular basis without any interruptions.

## **55. Preparation of Students for Competitive Examinations and Career Support**

The effectiveness of the academic support given in IISJ should culminate in students securing admission in best possible Institutes and Universities in the country and elsewhere. IISJ must strive to achieve best possible career progression for their students after Class XII. Many good institutes offer scholarships to meritorious students from challenging socio economic circumstances, which can be availed by IISJ students.

The Principal, Vice Principals, HMs and teachers in IISJ should make sincere efforts to support the students with required information on best possible career options. It is evident from the data that large number of students from IISJ are able to make it to all foreign universities and good foreign medical institutions. Some are also able to make it to best universities in India and abroad, However, large number of students take admission in the institutes of their second or third choice or drop a year to improve their position in the competitive examinations.

It is understood that many students miss the application timelines for want of either appropriate information. Constant scouting of such options by the school and appropriate guidance to students while

they are in Class X, XI and XII will help the students to save on time and build their alternative career more effectively and to their satisfaction. This has become more relevant in view of introduction of Central University Entrance Test for Central University admissions called CUET.

Therefore, it is pertinent that career guidance and support to IISJ students must be carried out in a well-defined and structured manner. The following strategic actions may be taken at school level to support the students in building their career more effectively:

1. Availability of quality reference books, career guides, question papers of different competitive exams, career oriented monthly magazines and other resource material in library in required quantity so that these are available for students.
2. From Class IX onwards, one session in a fortnight, in all main subjects by concerned subject teachers should be earmarked for practice of questions based on competitive exam pattern as per the following:
  - English/ Hindi/ Regional Languages - Comprehension and Communication, vocabulary, Case Studies, General Aptitude and verbal reasoning.
  - Mathematics - Quantitative Aptitude, Data Interpretation/Analysis, Logical Reasoning.
  - Science Subjects - Logical Reasoning and critical thinking, General Awareness and Current Affairs.
  - Social Science subjects - Current Affairs, General Awareness and Aptitude, Case studies, Logical Reasoning
  - Accountancy/ Business Studies/ Economics - General Awareness and Current Affairs, Data Interpretation, Logical Reasoning.

Subject teachers may also provide updated career information in their respective subject and subject specific practice questions based on competitive exam pattern during these sessions.

3. For Class XI and XII focus should be on integrating subject specific practice questions based on competitive exam pattern with the regular curricular transactions and assessment.
4. For Class XI and XII subject based practice for questions/ test on competitive exam pattern may be organized once in a fortnight by the concerned subject teacher. The Teacher may give different sets of questions to groups of students based on their interest/ preference for particular competitive exam.
5. A Career Corner should be maintained and regularly updated for display of news items, Notifications and Application Notices, list of resources and updated information about different career options and pathways.
6. For Class XI and XII one career counselling session should be conducted every month. The session may be conducted by Counsellor, Librarian, Vice Principal or any outside resource persons.
7. Career Fair may be organized by IISJ twice in a year by involving Experts/Resource Persons from various fields.
8. Connecting with IISJ Alumni who have pursued different career channels for career awareness sessions/mentoring.
9. Dissemination of updated information regarding best institutes/universities, forthcoming competitive

exams and their application process periodically to students of Class XI & XII.

10. Assist the student during application process for filling of online applications and required documentations.
11. Follow up the timelines of different application process and maintaining information of each Class XII student regarding application process and appearing for these exams.

Vice Principal would be in-charge of Career Guidance. He /She will coordinate all activities regarding career guidance and support for students and maintain the data of Application, selection and admission with regard to all outgoing Class XII students. Vice Principal would be assisted by school Librarian in all career guidance related activities.

IISJ should ensure proper guidance and knowledge to the students regarding notification of various competitive exams like announcement in the assembly or display in the notice board. Efforts are to be made to tap resources for providing career guidance, counseling, special classes during Sunday & holiday including online support in this regard. Mock tests are to be seriously conducted to enhance the skills and content enriching abilities & list of the following competitive examinations:

#### **The Compendium of Some Courses After +2**

1	Aeronautical Engineering	38	Fisheries	75	Film/Drama Production
2	Aerospace Engineering	39	Floriculture/Horticulture	76	Fine Arts
3	Architecture Engineering	40	Food Technology	77	Performing Arts
4	Artificial Intelligence and Machine Learning	41	Forestry	78	Vocal and Instrumental Music
5	Astronomy And Astrophysics	42	Oceanography	79	Animation
6	Automobile Engineering	43	Statistical Science	80	Cinematography
7	Bio Medical Engineering	44	Veterinary Sciences	81	Communication Design
8	Bio TechnologyEngineering	45	Wildlife Biology	82	Graphic Designing
9	Ceramics Engineering	46	Zoology	83	Photography
10	Chemical Engineering	47	Ayurveda BAMS	84	Actuarial Sciences
11	Civil Engineering	48	Dental BDS	85	Business Administration
12	Computer Science Engineering	49	Homeopathy	86	Business Management
13	Electrical and Electronics Engineering	50	Naturopathy	87	Costs and Works Accounts
14	Electronics and communicationEngineering	51	Pharmacy	88	Chartered Accountancy
15	Industrial Engineering	52	Siddha	89	Chartered Financial Analysis
16	Information Communications And Entertainment	53	Unani	90	Event Management
17	Instrumentation Engineering	54	Anthropology	91	Hospital Management
18	Manufacturing Science & Engineering	55	Archaeology	92	Hotel Management
19	Marine Engineering	56	Art Restoration	93	Human Resource Management



20	Mechanical Engineering	57	Educational School Counselor	94	Insurance
21	Medical Electronics Engineering	58	Monuments And Sculpture Restoration	95	Logistics & Supply Chain Management
22	Metallurgy	59	Physiotherapy	96	Management
23	Meteorology	60	Rehabilitation Psychology	97	Bachelor of Arts
24	Mining Engineering	61	Rehabilitation Therapy	98	Corporate Intelligence
25	Naval Architecture Engineering	62	Social Work	99	Food Science and Nutrition
26	Physical Sciences	63	Special Educator	100	Foreign Languages
27	Polymer Engineering	64	Speech Language and Hearing	101	Home Science
28	Robotics	65	Law	102	Interior Designing
29	Textile Engineering	66	Advertising		
30	Agricultural Science	67	Journalism		
31	Biological Science	68	Mass Communication		
32	Biotechnology	69	Public Relations		
33	Computer Applications	70	Choreography		
34	Computer Science	71	Library Sciences		
35	Tourism & Travels	72	Montessori Teaching		
36	Earth Science/ Geography	73	Nutrition and Dietetics		
37	Environmental Sciences	74	Physical Education		

- Good exposure can be provided in career guidance by arranging lectures of various experts at School Level and it is mandatory on the part of the school to arrange at least one special lecture in a month for giving ideas about vocations and skills.
- Online resources may also be utilized for exploring the career opportunities. The Career Guidance Cell should take initiative in this regard.
- Arranging special talk by alumni engaged in various occupations to give exposure to children about the vocations.

## 56. Standard Examinations and Contests

The objective of contesting in various standard exams at school level is to improve intellectual, logical skills and reasoning capabilities among students. It also supports reorientation of learning in the classrooms, apart from supporting challenges in understanding of the concepts. The students who perform well in these exams are also likely to be shortlisted for scholarships by various agencies and relaxation in admissions to the institutions of higher learning. The list of such national level Standard Exams are as under:

### Contests organized by Governmental Agencies

1. National Talent Search Exam (NTSE) organized by NCERT
2. Kishore Vaigyanik Protsahan Yojana (KVPY) by Deptt. of Sc. & Technology
3. Mathematics Olympiad conducted by Homi Baba Center for Science Education (HBCSE), TIFR

Mumbai under the aegis of National Board for Higher Mathematics, SOF, etc.

4. Olympiad programs organized by Homi Baba Center for Science Education. HBCSE organizes many Olympiad programs. Among the sciences, the Olympiad programme in Astronomy (Junior and senior level), Biology, Chemistry, Junior Science and Physics is a five stage process for each subject separately. The first stage for each subject is organized by the Indian Association of Physics Teachers (IAPT) in collaboration with teacher associations in other subjects. All the remaining stages are organized by Homi Bhabha Centre for Science Education (HBCSE).
5. CSIR Programme on Youth for Leadership in Science (cpyls) scholarship- CSIR programme (X-XII)
6. State Science Talent Search Exam (SSTSE) conducted by State Govts.
7. Test and quizzes by PCRA
8. Test and quizzes by ISRO
9. Aryabhata Ganit Challenge-by CBSE

### **Contests supported/organized by NGOs and other Organizations**

1. Cryptic crossword contest: CCCC Cryptic Crossword Contest is an inter-school, national-level crossword solving contest open to students of class IX-XII studying in schools affiliated to any of the recognized boards in the country. The organizers have online support as well and IISJ can participate with more ease.
2. Vocabulary, Mathematics and Science contest organized by North South Foundation.
3. National Standard Exam in Junior Science (NSEJS) conducted by Indian Association of Physics Teachers.
4. Homi Babha Bal Vaigyanik Spardha (HBBVS) organized by Mumbai Science Teachers Association.
5. National Science Olympiad (NSO) conducted by Science Olympiad Foundation (SOF).
6. United Cyber Olympiad (UCO) organized by the Unified Council.
7. Maths Talent Search Exam organized by Indian Institute for Studies in Mathematics.
8. National Level Science Talent Exam (NLSTSE) organized by Unified Council for Student of various classes.
9. National Interactive Maths Olympiad (NIMO) conducted by Eduheal Foundation
10. Green Olympiad by TERI.

## **57. Cryptic Crossword**

A Cryptic Crossword is a Crossword puzzle in which each clue is a word puzzle in and of itself. Cryptic Cross word traditionally offers the best mental workout but is difficult to grasp. As compared to simple crosswords, Cryptic Crosswords are more complex, in which the direct clue are not clearly known. The direct clue, in the case of a Cryptic Crossword, is camouflaged in a longer word chain, which also comprises an additional hint, which is in the form of a puzzle. This makes cryptic clue appear slightly mysterious to the new person. The Cryptic Crosswords, therefore, as the name suggests, have clues which are Cryptic in

nature. These clues are appropriately called cryptic clues. IISJ should encourage children to participate in Cryptic Crossword contests organized by the Indian Cross Word League, a professional initiative through Extra-C.

### **Objectives of Cryptic Crosswords**

Cryptic Crosswords are beneficial to the students. They enhance understanding, develop divergent thinking and at the same time amuse and refresh the mind.

### **The following are the advantages of Cryptic Crossword Contests:**

- Improves logical reasoning.
- Enhances vocabulary.
- Strengthens memory.
- Stimulates problem solving skills.
- Sharpens focus and concentration.
- Promotes lateral thinking and creativity.

### **Implementation at the School Level**

- Simple Crosswords may be made familiar to students with simple words/vocabulary preferably from the prescribed texts.
- With the view to enhance vocabulary and familiarize students with Cryptic Crossword puzzles, an English period may be utilized once a week and the teacher should help students work out crossword puzzles in the class room.
- At least one Cryptic Crossword puzzle may be given to students once in a week as a take home activity/assignment
- Simple Crossword/ Cryptic Crossword puzzle may be prepared grade wise by the English literacy club for distribution to different classes.
- IISJ may procure sufficient copies of the books like "Understanding Cryptic Crossword" by Vivek Kumar Singh, and make it available to students for practice.
- Cryptic Crossword puzzle competition may be organized by the English literary club displaying the Cryptic Crossword puzzle on the school notice board fortnightly and the winners may be recognized during the morning school assembly.
- Students may be encouraged to prepare a collage of Simple Crossword/Cryptic Crossword puzzles collected from different sources.
- Students may be encouraged to participate in various competitions of Cryptic Crossword puzzles conducted by external agencies.
- In order to develop the creativity of the students, a competition to develop Cryptic Crossword puzzle may be organized at the school level.
- A booklet may be printed with all the Simple Crossword / Cryptic Crossword puzzles prepared at the school level and the same may be exchanged with the neighbouring schools.
- The Mathematic Department has to ensure that there should be one cryptic cross puzzle each for juniors and seniors to solve and it should be clearly written and prominently displayed on the board for

everybody to see and attempt the same. Winners should be complemented and a record of all these puzzles to be maintained in the booklet and at the end of the year it is to be made available in the library for reference.

- Refer to the website [www.crypticsingh.com](http://www.crypticsingh.com) for Cryptic Crosswords Contests.

## 58. Science Olympiad

The National Science Olympiad starts with an examination held at nearly 1400 schools across the country and culminates with the international Olympiads at different corners of the world. The national level examinations are designed to assess the conceptual understanding, logical reasoning, laboratory skills, and above all, ability to apply problem-solving skills to novel situations, both theoretical and experimental. Training is included from the third stage of the programme and the first two stages do not necessarily require any specialised coaching outside the regular school system. The Principal of the school has to ensure that good numbers of students are to be registered for Science Olympiad in the academic session 2024-25 and proper orientation and training is to be given to the participants by concerned PGTs and taking the services of experts in the field.

### Stage 1:

The first stage examination, the National Standard Examination (NSE) is the organisational responsibility of the Indian Association of Physics Teachers (IAPT). The academic responsibility for Chemistry and Biology rests with the Association of Chemistry Teachers (ACT) and the Association of Teachers in Biological Sciences (ATBS) respectively, while Physics, Astronomy and Junior Science are handled by IAPT itself. The NSEs are tests with objective type questions and are offered in English and Hindi, with additional languages also available in Physics. The syllabus is broadly equivalent up to Class XII (for Astronomy, Biology, Chemistry and Physics) and Class X (for Junior Science) of the Central Board of Secondary Education (CBSE). However, the questions in all levels of Olympiads (including NSEs) may be expected to be of a higher difficulty level than the board examinations. These examinations are held close to the end of November every year at nearly 1400 centres across the nation. Students can register for this preliminary stage at the school level. The registration fee is Rs 100, which is the only fee that the student has to pay in the entire process up to the International Olympiads.

### Stage 2:

The best-performing students from the NSEs (approximately 300 in each subject) qualify for the second stage — the Indian National Olympiads (INOs). The responsibility of the programme from this stage onwards lies with HBCSE. The INOs are held in late January at around 18 centres across the country. The syllabus is same as that of the NSEs. The tests consist of objective as well as long questions.

### Stage 3:

The top students from the INOs (approximately 35 in each subject) are invited for the third stage, the Orientation-cum-Selection Camps (OCSCs) held at HBCSE during April to June. At these camps orientation is provided to students for Olympiad level of theoretical, experimental and observational (for astronomy) tasks. Emphasis is laid on developing conceptual foundations and problem-solving skills. Students are exposed to innovative experiments with focus on conceptual and procedural understanding in experimental science. In astronomy, students are trained in basic notions in astrophysics, astronomical

data analysis and night sky observations. Several theoretical and experimental/observational tests are held during the camp. On the basis of performance in these tests, few students (numbers specified below) are selected to represent India at the international Olympiads.

#### **Stage 4:**

The selected Indian teams undergo a rigorous training programme at HBCSE in theory and experiment and in case of astronomy, observational astronomy prior to their departure for the international Olympiads. Special laboratories have been developed in HBCSE for this purpose. Resource persons from different institutions across the country are invited to the training camps.

#### **Stage 5:**

The Olympiad programme culminates with the participation of the Indian students (4-6 in each subject) in the International Olympiads. The students are accompanied by 2-4 teachers or mentors. Almost every Indian student who has participated in the Science and Astronomy Olympiads has returned with a medal.

Please refer to the following website for registration:

<https://olympiads.hbcse.tifr.res.in/about-olympiads/stages/science-olympiad/>

### **59. Mathematics Olympiad**

The Mathematics Olympiad activity was undertaken by NBHM (**National Board for Higher Mathematics**) from 1986 onwards and is currently run in collaboration with the Homi Bhabha Centre for Science Education (HBCSE), Mumbai. One main purpose of this activity is to support mathematical talent among high school students in the country. NBHM has taken on the responsibility for selecting and training the Indian team for participation in the International Mathematical Olympiad every year. IISJ will arrange special training for those children who qualify PRMO and RMO Examinations by calling experts in the field.

#### **Stage 1:**

The first stage examination, the Pre-Regional Mathematical Olympiad (PRMO) is a two and half hour examination with 30 questions. The answer to each question is either a single digit number or a two-digit number and will need to be marked on a machine readable OMR response sheet. The PRMO question paper will be in English and Hindi.

#### **Stage 2:**

Regional Mathematical Olympiad (RMO) RMO is held in each region normally between September and the first Sunday of December each year. The regional coordinator ensures that at least one centre is provided in each district of the region. All high school students up to class XII are eligible to appear for RMO. RMO is a 3-hour written test containing about 6 to 7 problems. Each regional coordinator has the freedom to prepare his/her own question paper or to obtain the question paper from NBHM. The regions opting for the NBHM question paper hold this contest on the 1st Sunday of December. On the basis of the performance in RMO, a certain number of students from each region are selected to appear for the second stage. Regional coordinators charge nominal fees to meet the expenses for organizing the contests.

**Stage 3:** Indian National Mathematical Olympiad (INMO) INMO is held on the first Sunday of February each year at various Centres in different regions. Only students selected on the basis of RMO from different regions are eligible to appear for INMO. INMO is a 4-hour written test. The question paper is set centrally and is common throughout the country. The top 30-35 performers in INMO receive a certificate

of merit.

**Stage 4:** International Mathematical Olympiad Training Camp (IMOTC) The INMO certificate awardees are invited to a month-long training camp (junior batch) conducted in May-June, each year. In addition, INMO awardees of the previous year that have satisfactorily gone through postal tuition throughout the year are invited again for a second round of training (senior batch).

**Stage 5:** International Mathematical Olympiad (IMO) the team selected at the end of the camp, a "leader" and a "deputy leader," represent India at the IMO that is normally held in July in a different member country of IMO each year. The leader and deputy leader are chosen by NBHM from among mathematics teachers/researchers involved in the Mathematics Olympiad activity. IMO consists of two written tests held on two days with a gap of at least one day. Each test is of four-and-a-half-hours duration. Travel to IMO venue and return takes about two weeks. India has been participating in IMO since 1989. Students of the Indian team who receive gold, silver and bronze medals at IMO receive a cash prize from NBHM during the following year at a formal ceremony at the end of the training camp. The Ministry of Education finances international travel of the eight-member Indian delegation connected with international participation. NBHM finances the entire in-country programme and takes care of other expenditure. Students aiming for selection for participation in IMO should note that RMO is the first essential step for the programme. To appear for RMO, students should get in touch with the RMO co-ordinator of their region well in advance, for enrolment and payment of a nominal fee. Syllabus for Mathematics Olympiads. The syllabus for Mathematics Olympiads (regional, national and international) is pre-degree college mathematics. For further details, please refer to the website:

<http://www.nbhm.dae.gov.in/olympiad.html>

**NB: The above provision is mainly for India-based students. The IISJ team will explore possibility for its implementation for our students.**

## **60. National Talent Search Examination (NTSE)**

The scholarship under the present scheme awarded to the candidates for pursuing courses in science and social science up to doctoral level and in professional courses like medicine and engineering up to second-degree level subject to the fulfilment of the conditions as per the norms. As on date 2000 scholarships are awarded in the country with reservation of 15 percent for SC, 7.5 percent for ST and 27 percent for other backward classes and 4 percent for group of students with benchmark disabilities. The National Talent Search Examination for students studying in class X is meant to identify and nurture talent. The examination is conducted every year at two levels:

**Stage-I(State Level) and Stage-II(National Level):** Scholarships: About one thousand scholarships are awarded for different stages of education as follows:

- Rs. 1250/- per month for class-XI to XII.
- Rs. 2000/- per month for Undergraduates and Post-graduates.

**Selection Procedure:** Identification of talent comprises two-stage selection process. While the individual State/UT conducts the first stage selection, the second stage selection at the national level is carried out by

the NCERT.

**State Level Examination:** Each State/UT conducts its own examination. They have the autonomy to lay down their own norms for the purpose of determining the eligibility of the candidates. This examination is primarily used to recommend a given number of candidates for the second level test to be conducted by the NCERT. All students studying in Class X in any type of recognized school will be eligible to appear at the State Level Examination from the State in which the school is located. The students studying in Class X in the country ought to be on the lookout for any advertisement in the newspapers or circulars in the school by the respective Government of their State/UT for the above said examination and act as per the requirement given in the State advertisement/circular. State level examination may have two parts: Part-I Mental Ability Test (MAT) and Part-II Scholastic Aptitude Test (SAT) for nominating the required number of candidates for the second level test to be conducted by the NCERT.

**National Level Examination:** The National Talent Search Examination is open for students of Indian nationality whether they study in India or abroad at Class X level. Only the candidates selected by the States/UTs on the basis of their screening examination shall be eligible to appear in the National level examination to be conducted by the NCERT on the Second Sunday of May each year (unless otherwise notified). The NCERT will convey the roll number, the venue, the date and time for the national level examination to all such candidates directly through its portal [www.ncert.nic.in](http://www.ncert.nic.in).

The Principal/VP/HMs of the school has to bring awareness among the students with regard to the National Talent Search Examination and eligible talented students may be encouraged to appear for the tests by providing proper inputs. The Career Guidance Cell of the school has to make available the necessary information for the academic year 2024-25 for aspiring students. Please refer web site of NCERT for complete information in this connection:

[http://www.ncert.nic.in/programmes/talent\\_exam/pdf\\_files/Information\\_Brochure\\_2023.pdf](http://www.ncert.nic.in/programmes/talent_exam/pdf_files/Information_Brochure_2023.pdf)

## 61. INSPIRE MANAK

The Department of Science & Technology (DST) is implementing a national program Innovation in Science Pursuit for Inspired Research (INSPIRE) for attracting talented young students to study Science and pursue career in Research. This Program is being implemented since 2009-10.

INSPIRE aims to identify, sustain and strengthen human capacity for Research and Development base of the country. Inspired research achieved by means of an innovative scientific pursuit is the objective of this flagship scheme of the DST.

**INSPIRE Award MANAK (Million Minds Augmenting National Aspiration and Knowledge)** scheme, previously known as INSPIRE Award Scheme, is being implemented through State and UT governments with objectives (i) to attract young students to study science and pursue research career & (ii) to promote creative thinking and foster a culture of innovation among them.

Under INSPIRE Award MANAK scheme, in a financial year, ten (10.0) lakh ideas are being targeted from more than five (05) lakh middle and high schools across the country, out of which one (1.0) lakh ideas are to be shortlisted for an initial award of Rs. 10000/- each, for preparation of project/model/showcasing of

idea and participation in the District Level Exhibition & Project Competition (DLEPC). The students who are eligible to participate under this scheme should be in the age group of 10-15 years studying in class VI to X. The award money under this scheme is being transferred directly into the bank accounts of the students through Direct Benefit Transfer. The selected students in DLEPCs participate at State Level Exhibitions and winners of State Level Exhibitions further participate in the National Level Exhibition organized every year. The participants of the National Level Exhibition are also provided mentorship for prototype development in association with reputed science and technological institutions of the country. All middle and high schools of the country whether Government, private, semi-private, aided, un-aided are eligible to nominate 2-5 students from their schools, during a financial year, along with all the details including a brief write-up of the idea of the student. The short listing of students for INSPIRE award MANAK and mentoring will be provided by National Innovation Foundation (NIF), Ahmedabad, a autonomous organization of DST, based on the idea submitted by the student. The selection criteria will be based on innovation, creativity and novelty of the project that a student proposes to undertake, as submitted in the synopsis. DST/NIF will make conscious effort to represent girls and students belonging to SC/STs.

**IISJ will make efforts to participate in 'INSPIRE MANAK' by encouraging students to come up with at least ten creative ideas on their own.** Parents or teachers can also play an important role in proposing a problem to the child or help in converting his/her idea into a prototype/model but not suggest the idea themselves. Registration date will be announced shortly.

## **62. Petroleum Conservation Research Association (PCRA)**

### **'Conserve Fuel - Save Future'**

Petroleum Conservation Research Association (PCRA) is a registered society set up under the aegis of Ministry of Petroleum & Natural Gas, Government of India. PCRA aims at making oil conservation a national movement. As a non-profit organization, PCRA is engaged in promoting energy efficiency in various sectors of economy. It sponsors R&D activities for the development of fuel-efficient equipment / devices and organizes multi-media campaigns for creating mass awareness for the conservation of petroleum products. To take this message of oil conservation to the people, PCRA uses all possible and effective media for mass communication. It also utilizes various platforms like the World environment day, World energy day, various festivals etc. The main objective behind is to promote strategies and measures for accelerating conservation of petroleum products leading to environment protection, energy security and sustainable development and to create awareness among masses about the importance, benefits and methods of conserving petroleum products & clean environment by enhancing information and capacity building.

To establish synergistic institutional linkages at the national & international levels in the areas of petroleum conservation & environment protection, the organization aims at establishing associated institutions such as schools/colleges and other educational institutions. As per the aims of IISJ, co-curricular activities and all-round development can be better improved upon with the incorporation of such activities. This initiative is open to all individuals/groups/Institutions that have interest, passion and conviction in the field of fuel conservation and environment protection. School needs to register itself online and step by step enrol the students for participating in various competitions. As members of this initiative, school/participant will regularly receive Emails, Literature pertaining to PCRA's Objectives and will be invited to take part in the PCRA event organized in your vicinity.



For the benefit of various target groups of petroleum products, PCRA has developed literature containing simple ready to implement conservation tips and techniques. Special low cost green leaflets have also been developed to educate the masses on the ill effects of pollution caused due to incomplete combustion and its impact on health. The guiding light being **"Where conservation fails pollution starts"**. PCRA also bundles events like quiz, painting, drawing and slogan writing competition for the students. A list of topics that can be covered is provided below:

1. Energy Scenario and Energy Security.
2. Energy Conservation Act 2001 & Energy Conservation Building code.
3. Challenges to conservation for a developing country.
4. Bio – Fuels and alternate sources of energy.
5. Water and Waste Management.

All activities and games will pass on the message to the students igniting their young minds and providing them with an opportunity to think and come out with creative ideas and solutions for saving the energy. IISJ may register with PCRA so that talent of our school students can be highlighted and our students' ideologies and creativity can be better reflected and ventilated to contribute in the movement of Petroleum and Energy Conservation in the Country.

### **63. Tests by North South Foundation**

Educational Contests organized by North South in India are designed to encourage academic excellence among students of secondary and senior secondary classes. It conducts spelling, vocabulary, math, essay writing, public speaking, brain bee and geography bees. All students from classes I to VIII and IX are to be registered. Competitions in Maths, Science and Vocabulary will be for junior (classes VII&VIII) and Senior (classes IX& X) levels. The six competitions are Junior Math (MB1), (MB2) Senior Math, (MB3) Junior Science (JSc), Intermediate Science (ISC) and Senior Science (SSC) and Junior Vocabulary (JVB), Senior Vocabulary (SVB) with 40 students participating in each competition i.e., (6x40=240 participants). A student can register in his category for a maximum of two competitions only, but not for all three. To ensure successful conduct of the contest, IISJ must make necessary arrangements like up-gradation of the computer lab. The agency has to provide the detailed results to IISJ. The school has to analyze the results of the previous performance to find any improvement. The Principal / VP / HMs will ensure complete support for the preparation of the students.

**The following requirements may be fulfilled if not already available:**

1. In Server System- RAM- 8 GB.
2. Operating System -Windows 7 or Higher (with Internet Information Services 7).
3. Download MS SQL in Server System only (Free download of Education Version from MS website).
4. Increase suitable no of routers as mentioned earlier to ensure uniform Intra net speed for 40 students.
5. All the students need to be present to appear for the test before 20 minutes prior to the scheduled time.

**The following guidelines may be adhered to by Systeme Administrator/Teacher in charge.**

- System Administrator must do all the pre-checks (IP configuration) and accessibility of test on student systems (laptops and tabs). (In case of any problem, IISJ may contact NSF technical team.
- Encourage students to make use of work copies, DVDs and e-Books. They can access it by logging on to NSF portal at <https://www.northsouth.org/humstudy/login.aspx>.
- Ensure that 40 students for each contest at junior and senior level making the strength as 240 are registered.
- Strictly adhere the time schedule given by NSF.
- Register the candidates by logging on to <https://www.northsouth.org/humstudy/login.aspx>
- Establish a client/server environment in the computer room
- Conduct a test with a mock run to make sure that the participants fully understand it.
- The contests don't need internet; it can be run in the intranet environment.
- Download into the server an encrypted contest paper sent by NSF a day before.
- After the contest is complete, completed tests have to be uploaded to the NSF server via internet.

#### **64. Participation in Science India Portal of Vijnana Bharti**

In the area of promotion of Science and Education, DST - National Council for Science & Technology Communication, Vijnana Bharti and CSIR – Indian Institute of Chemical Technology, Hyderabad have created a unique Virtual Science Portal [www.scienceindia.in](http://www.scienceindia.in) for creating affinity towards science among school students. Portal aims to provide every student with a Mentor who will help students in taking right decisions in studies, research and also in shaping their career. Eminent scientists and technocrats of the country will be giving general guidance through blogs and articles. Selected students will also be given individual mentoring. Its Mentorship program is envisioned to connect students with scientists and academicians from CSIR, DRDO, ISRO etc. and facilitate sharing of ideas and thoughts through discussions and interactions. Science India Portal offers opportunity for students to write and publish articles and blogs on science which is reviewed by a high level editorial board comprising distinguished senior scientists and academicians. The registration process is entirely online and free of cost to the school/students. It is essential for the school to register first. Thereafter using auto generated "Unique School Registration Code" which needs to be displayed in the school notice board; students can register and start using the facilities of Science India Portal. Although a valid mobile number and email id is required for each school and every student for registering in the portal, the organizers will be requested to provide opportunity to IISJ students to register the students on the basis of the emails of students. There is no upper limit for maximum number of students, but priority may be given to the students of class VI to XII in the portal. Registration of students may be planned in a phased manner.

#### **65. Vidyarthi Vigyan Manthan (VVM or Science Talent Search for New India):**

Vidyarthi Vigyan Manthan (VVM) is a national program for educating and popularizing science among school students of VI to XI standards. VVM also endeavours to identify the bright minds among the student community, who are keen on subjects related to science. Vidyarthi Vigyan Manthan (VVM) is initiated by Vijnana Bharati (VIBHA) in collaboration with Vigyan Prasar, an autonomous organization

under the Department of Science and Technology, Government of India and National Council of Educational Research and Training (NCERT) an institution under the Ministry of Human Resource Development, Govt. of India. IISJ to go for early enrolment and opportunity to be given to all students. Further, suitable coaching and resource material should be provided to the students for effective preparation.

The registered students will be allowed to take the exam from his/her school through any device namely a smart phone (mobile), laptop, desktop (school lab) or tablet. The school level examination at national level will be conducted on the day and time opted by the school exam coordinator on specific given dates (either on working or on non-working day). Mode of registration in both the cases will be online only. No offline application or fee submission will be entertained. A fully web based option will be available for the registration of schools. The school Principal/authority needs to appoint a school exam co-coordinator. School will provide classrooms and invigilatorsto conduct the examination. Registration fee is Rs.100/- per student. Rs. 20 per student should be retained by the school as a service charge from organizers and rest of the amount will be transferred only through RTGS/NEFT to VVM, Delhi office. Participating students in VVM will undergo the followings:

- Objective type question Testing.
- Comprehensive Writing.
- Presentation of Group Discussion.
- Role play and practical exam.
- Methods of Source.

The successful students may get a chance to interact with renowned scientists of India and chance to undertake study tours.

For the Academic Year 2024-25, IISJ will go through the official website <http://vvm.org.in>fordetail information about VVM and Registration of candidates.

## **66. Vigyan Jyoti Program**

### **Introduction**

Vigyan Jyoti Program is a flagship Initiative launched by the Department of Science & Technology (DST). It is intended to create a level-playing field for the meritorious girls in high school to pursue Science, Technology, Engineering, and Mathematics (STEM) in their higher education. It also offers exposure for girl students from the rural background to help to plan their journey from school to a job of their choice in the field of science.

### **Aims & Objectives**

Vigyan Jyoti Program is aimed to bring gender parity in STEM. The main objectives of this scheme are:

- Motivating girl students towards career in STEM field
- Escalating girls participation in under represented areas of STEM and ensure gender parity
- Giving exposure of various scientific careers

- Inspiring girl students towards career in STEM field through experiential learning
- Imparting Knowledge in association with Knowledge Partners
- Facilitation of conducive environment to girls from School level to College Level to achieve the goal.

### Role of IISJ in Vigyan Jyoti

IISJ will make an official communication to DST to extend support to our good students for availing this facility.

### Activities in Vigyan Jyoti

Sl. No.	Activities Class IX –X Batch	Activities Class XI-XII Batch
1.	Students Parents Counselling	Students Parents Counselling
2.	Orientation Session	Career Counseling Sessions
3.	Role Model Interactions	Interaction with Role Model
4.	Science Camp(1-2 Day)	Science Camps(5-7 days)
6.	Virtual Activities- Curriculum based – STEMworkshop	Lectures/SpecialClasses forcompetitiveexams like JEE , NEET etc
7.	Visit To Knowledge Partners	Knowledge Partner Visit/ Industry/R &D Lab/NGO

### 67. Guided Learning Programme in Mathematics (Khan Academy)

IISJ in collaboration with Khan Academy India (KAI) will run a Guided Learning Program in Mathematics in IISJ from class I to X with the following objectives:

1. To build students' conceptual understanding in Mathematics.
2. To narrow down the achievement gap amongst students.
3. To empower teachers with tools and real-time student performance data, which in turn would help them in remediating learning gaps amongst students.

#### The important features of the programme are given below:

- Teachers can flexibly assign relevant content based on what they would like their students to do (e.g., they can ask students to go through the prerequisites for the topic; and/or can check for students' understanding of the entire chapter by assigning the formative 'unit test', etc). To assist teachers with this, Khan Academy will share Ready-to-use Math lesson plans (in English). Students can do assignments asynchronously at their own pace and convenience.
- If students need help with the exercises, they can get it instantly through step-by-step hints and related videos with solved examples on the Khan Academy platform.
- Teachers can get complete visibility into their students' activity and progress through their dashboard on the Khan Academy platform.

**Note:** All Mathematics teachers should integrate this programme with classroom teaching so as to help students enhance their potential & performance through better conceptual understanding of Mathematics.

## **68. Organisation of Annual Sports Meet in IISJ**

Sports and games play a great role in improving and maintaining the health and fitness, mental skills and concentration levels. The importance of sports and games in schools encompasses more than just the benefit of physical activity. The Annual Sports is about joining in and having fun as it is about competitiveness and winning. The activities, races and games are likely to include simplified, fun versions of track and field events - though still, of course, involving physical exertion and skill.

A sports day is the perfect way to wrap up the school year, and send off both children and parents on a positive note - so it's important to try and get it right.

While the thought of organising school sports day may feel like just another chore on your seemingly endless list of things to do. Organising the perfect sports day takes a little thought and preparation, but putting in the care and effort really does make all the difference and is the perfect way to celebrate the end of term. The sports stadium form outside may be hired for effective conduct of such events.

## **69. Organisation of Annual Day in IISJ**

Annual Day forms an integral part of school activities. It is an occasion of celebration, and felicitation when students present not only their wonderful performances but also receive honours for their curricular and co-curricular achievements.

Celebrating the school annual day provides the school with an opportunity to showcase its achievements. This function also gives students an opportunity to showcase their various talents and interact with their teachers in a more informal environment. The school annual day is one day that is eagerly anticipated by children and parents alike, every year. This is also a day when achievers are felicitated for their accomplishments in the academic year. Therefore, necessary efforts are to be made to conduct programmes in the school in a befitting manner.

## **70. Cultural Exchange & Exposure for the Students**

- I. As regards the Cultural Exchange and Cultural Exposure to the students and art in education are to be effectively implemented in IISJ to realise the objective of promoting / developing value of national integration. In addition to these two, having a practice which ensures exposure of all school students to local environment including culture, economy, flora, fauna etc. These activities will inculcate awareness among students about India's & KSA's rich cultural heritage and its vibrant diversity. Therefore, IISJ needs to introduce the activity of field visit of students. These activities can include visits to places of historical importance, interaction with and visiting prominent local artists, study the local market in different seasons, studying the supply chains of various products of our industry, National Park, Zoological Parks etc. HMs are to prepare a plan of action.
- II. **Providing Tourism Experience for The Students**

The importance of taking the students out of the classroom particularly to the places of tourist interest helps the students to absorb, interact and be immersed in environment, history and culture. This has several learning benefits for students to obtain practical information. Students in general should get at least once in a year to visit the places of tourist interest. Therefore, it would be essential to organize the activities in such a way that every child gets one or the other opportunity to visit places of interest. During various tours like sports meet, science related workshops and

cultural meet etc., the plan of tour should be worked out in such a way that children get the opportunity to visit places of interest on the way. This will optimize the expenditures. The school tours:

1. Reinforces classroom activities.
2. Encourages students to learn more- Better engagement.
3. Provides a cultural experience
4. Allows for lifelong memories of learning with peer group- Natural socialization
5. Allows to children to quench their curiosity through new insights
6. Encourages the children to develop their perspective about the society and environment
7. Teachers and students together will be able to figure out the learning styles in the outdoor activity
8. Children get the opportunity to participate in the organization abilities.

Memories of school Educational trips are among the most prominent of the formative years, largely because they are a welcome break in the routine for both students and teachers. While their purpose is essentially to educate, they can also be a fun bonding experience for everyone involved.

## **71. Arrangement of Expert Lectures / Interaction Sessions for IISJStudents**

Bringing in specialists with proven expertise in a particular field provides added credibility to the content of new area particularly, while opting for a career. Hearing new voices provide students not only with different point of view but also with potential resources they can apply in later course. These sessions give a chance to students to connect with the professionals. The Principal should arrange for lectures from select 30-35 themes from the service areas such as: Agriculture, Manufacturing, Trade, Profession, or any other important service.

## **72. Kishore Vaigyanik Protsahan Yojana (KVPY)**

The Kishore Vaigyanik Protsahan Yojana (KVPY) is an on-going National Program of Fellowship in Basic Sciences, initiated and funded by the Department of Science and Technology, Government of India, to attract exceptionally highly motivated students for pursuing basic science courses and research career in science. The objective of the program is to identify students with talent and aptitude for research; help them realize their academic potential; encourage them to take up research careers in Science and ensure the growth of the best scientific minds for research and development in the country. The advertisement for the KVPY fellowship appears in all the national dailies normally on the Technology Day (May 11) and the Second Sunday of July every year. Selection of the students is made from those studying in XI standard to 1st year of any undergraduate Program in Basic Sciences namely B.Sc./B.S./B.Stat./B.Math/Int.M.Sc./M.S. in Mathematics, Physics, Chemistry and Biology having aptitude for scientific research.

**Eligibility:** The KVPY Fellowships are given to Indian nationals to study in India (Students intending to pursue or pursuing under graduate program under Distance Education scheme or correspondence course of any university are not eligible to apply).

Stream	Class	Eligibility
SA	Students enrolled in class XI in 2024-25.	75% (65% for SC/ST/PWD) in Mathematics and Science in Class X Board Examination.
SX	Students enrolled in class XII in 2024-25	75% (65% for SC/ST/PWD) in Mathematics and Science in Class X Board Examination 60% (50% for SC/ST/PWD) in PCMB in Class XII.
SB	1 <sup>st</sup> Year Undergraduate	60% (50% for SC/ST/PWD) in PCMB of Class 12

**Mode of Application** Through KVPY website - online only.

**Mode of Examination** CBT (Computer Based Test) across various centres in India.

**Selection Process:**

1. **Aptitude Test:** Eligible candidates will undergo the aptitude test, consisting of mathematics and science subjects.
2. **Interview:** Shortlisted candidates will be asked to attend the interview

**Important Dates** (*Tentative*)

- Opening of Application Portal – July
- Closing of Application Portal – August/September Exam – 1<sup>st</sup> week of November/

**Fellowship**

Basic Sciece	Monthly Fellowship	Annual Contingency Grant
1 <sup>st</sup> – 3 <sup>rd</sup> Year of Bachelor Courses and Integrated Courses	5,000	20,000
Complete Master Courses and 4 <sup>th</sup> – 5 <sup>th</sup> year of Integrated Courses.	7,000	28,000

**Weightage in Awards**

**KVPY Exam Pattern for SA, SB, SX Streams & Marking Scheme 2020**

Sl. No.	Subjects	No. of Questions		Total Marks	Time Duration
		Part I	Part II		
Stream SA					
1	Physics	15	5	25	3 Hours
2	Maths	15	5	25	
3	Biology	15	5	25	
4	Chemistry	15	5	25	
Stream SB/SX					
1	Physics	20	10	40	3 Hours
2	Mathematics	20	10	40	
3	Biology	20	10	40	
4	Chemistry	20	10	40	

There are two papers for each stream, and different marks will be allotted to objective type questions. For SA Stream there are 80 questions out of which 60 questions for Part 1 and 20 Questions for Part 2. Each question of Part 1 carries 1 mark and each part 2 questions carries 2 marks.

In **SA Stream**, there will be negative marking for each wrong response, 0.25 marks will be deducted for questions from Part 1 and 0.5 marks will be deducted for questions from Part 2.

For SB/SX Stream There are 120 Questions out of which 80 questions from part 1 carry 1 mark for each MCQ, and 40 questions from Part 2 carries 2 marks for each MCQ.

In **SB/SX Stream** there will be negative marking for each wrong response, 0.25 marks will be deducted for each wrong answer for Part 1 and 0.5 marks will be deducted for each wrong answer for Part 2.

The Principal has to display the information about KVPY so that there will be maximum participation by the outgoing XII class students who can apply for the scholarships and will be motivated to take up pure sciences as their career. The following website may be referred for further details:

<http://www.kvpy.iisc.ernet.in/main/index.htm>

### **73. National Awards to Teachers – President Award**

The Scheme of National Award to Teachers was started in the year 1958- 59 with the object of raising the prestige of teachers and giving public recognition to the meritorious services of outstanding teachers working in Primary, Middle and Higher Secondary Schools. Each award carries with it a certificate of merit, a cash award of Rs. 25,000/- and a Silver Medal. The enhanced amount has been given to the National Awardees from the Award year 1999. The Ministry of Education, Govt. of India, invites applications from meritorious and deserving teachers / Vice – Principal / Principals for National Award to teachers every year. Teachers teaching up to class VIII are considered under Primary Category where as teachers teaching from IX-XII including Vice Principal and Principal are considered under **Secondary Category**.



### **Special Category**

Teachers promoting integrated inclusive education to the students with disabilities/ Teachers with disabilities working in IISJ / Special Teacher or trained general teachers who may have done outstanding work for inclusive education are also considered under the Special Category.

### **Main Consideration for Selection**

- Teacher's reputation in the local community.
- His/Her academic efficiency and desire for its improvement.
- His/Her genuine interest in and love for children; and
- His/Her involvement in the social life of the community.

### **Conditions of Eligibility**

- Classroom teachers with at least 15 years regular teaching experience and Vice-Principal/Principals with regular 20 years of teaching experience in the school are considered.
- In case of teacher promoting an integrated inclusive education the eligibility will stand reduced from 15 years to 10 years of service and 20 years to 15 years for Principals/Vice Principals.
- Retired teachers are not eligible for the Award but those teachers who have rendered a part of the calendar year at least for four months i.e. up to 30th April (for the year to which National Award relates) may be considered.
- Only those teachers having requisite years of experience as on 31<sup>st</sup> December of the preceding year are eligible to be considered for the Award.
- Applications are invited only on online through CBSE.

## **74. Bandobast Activities before Re-opening of School after Summer Vacation**

The Administrative Officer should prepare an Action Plan for carrying out various important activities before summer vacation so as to carry out these activities during summer break:

### **1. Repair & Maintenance of Buildings**

Repair & Maintenance of building should be carried out based on the action plan as suggested in Proforma 1D which is enclosed.

Before summer vacation starts the Administrative Officer and the Estate Dept. should meet and chalk out the various activities that are required to be taken up during the summer vacation under M&R. Once proper planning is done, the BMI & the Plumber should be entrusted with the responsibility of supervising the M&R work. Purchase of materials should be done before the school closes. Over all, the following activities under M&R should be taken up with priority during vacation:

- a. Repair of water supply system, electrical installation, sewer system, sanitary system, doors/window/ventilators, plaster/floor repair etc. in dormitories, school building, MP Hall, dining/Kitchen and staff quarters.
- b. White washing/colour, washing/painting in all buildings including boundary wall and main entrance gate.

- c. Making the play fields up to date.
- d. Cleaning of OHT/UG sump/roof top tank/septic tank/man hole/gully trap/sewer line/open surface drain etc.
- e. Uprooting of plants/shrubs from wall & roof.

## **2. Repair of Furniture and Gadgets**

- a. It is to be ensured that all bench/desk & chairs/almirahs etc. are in good condition

## **75. Counseling of IISJ Students**

As IISJ is getting Co-educational Schools with very good resources meant to involving children in a broad spectrum of activities for their overall development so that a child becomes physically strong, mentally alert, socially adjustable, emotionally balanced and spiritually sound. Academic success is essential to the educational process, but it is not the only area students can excel in. By molding thoughtful, empathetic, and forward thinking IISJ students, we provide them with a greater opportunity for success in all walks of life. In the case of some students who suffer from stresses of residential mode of living, lack of interest in studies, low achievement, fear of failure, aggression, behavioral problems, and suicidal tendencies, there are provisions of guidance and counseling for such children.

### **Duties of Counselors in IISJ**

1. To provide individual/personal counseling to children at regular intervals
2. To provide group counseling to the children facing developmental or inter-personal issues. (Group Counseling shall be carried out in each class by the counselor, periodically, to establish rapport and to create confidence among the students to approach the counselor, when facing any emotional disturbances)
3. Arrange face to face interaction, at a time appropriate with the teachers to discuss the issues faced in the class and to understand the way forward or remedial measures to be carried on.
4. To assist children to recognize and build on strengths and to deal with academic pressures felt if any, in consultation with the teachers concerned.
5. To provide referral services to the needed children in consultation with Principal/ Vice Principal
6. To provide consultation to IISJ staff and parents regarding the developmental and adjustment needs of students.
7. To orient the newly admitted children / Migrated children and to assist to adapt to the school system;
8. The counselor shall interact with the class teachers periodically to understand the class progress and general behavior of each student in the class and appropriately maintain a separate file for each student. Assessment of each student should be carried out in the beginning of the academic year, half yearly and annually, at the end of the Academic year, in collaboration with the class teacher.
9. To liaison with experts invited for interaction with the children with a view to support life skills and personality development.
10. To administer appropriate and standard tools of testing as recommended by experts to diagnose the learning deficiency of the child concerned and to suggest suitable remedial measures;

11. To administer specialized tools/tests, wherever required, for special needs with the consent of stake holders;
12. To organize Guidance Program to meet the personal, social and career goals of children and thereby assist in their course and curricular placement in the IISJ and after leaving IISJ and to familiarize students with the latest and upcoming career trends;
13. To maintain the records of observations, guidance, diagnosis etc., confidentially to facilitate further interventions, if any and to submit periodical reports to the Principal. The exclusive file created for each student should be carried forward till the child leaves or completes the education in IISJ. Any information shared by the child during counseling will be kept completely confidential. The same may be shared with the parent or any other eligible guardian in consultation with the Principal, only if deemed necessary to ensure the child's safety.
14. The Counselor should understand that he/she shall not reveal any data or information about the counseling services to any person in the school or outside, except for the exceptions as stated above in order to ensure the child's safety. Sharing of information to other person/institution without due process of approval shall be treated as breach of trust and the individual will be liable for legal action as may be deemed fit.

### **Teacher Counsellors**

IISJ Teachers and HMs need to equip themselves with helping skills to promote students' personal, social, educational, career development and adjustment throughout the school years. This, however, requires professional orientation and training. The teachers should regularly attend orientation programmes in guidance and counseling, to take up Guidance and Counseling for needy and deserving children. Each student in IISJ should feel that there is someone in the school who knows and cares for them. Effective functioning of House System, Academic excellence and ways and means to productively engaging students in various activities are prerequisite for a healthy and peaceful IISJ Campus.

Available counselors will take care of guidance and counseling with the active cooperation of teachers concerned.

The IISJ teacher counselors are required to achieve the following goals by providing a variety of services to the students; these services include, but are not limited to the following:

- Academic guidance and support services, including monitoring of the academic performance, facilitating effective communication with stake holders.
- School crisis and intervention referral services.
- Awareness about self health and hygiene and adolescence problems and ways to overcome the same.
- Effective strategies for coping with stress, emotional disturbances and suicidal tendencies among children.
- Activity oriented/students centered teaching-learning strategies to focus and avoid distortions.
- Selection and involvement of children in various activities including games and sports based on their aptitude and interest throughout the academic year.
- Individual Counseling or Small Group Counseling,

- Classroom Guidance Lessons to promote the character education values of respect, responsibility, trustworthiness, fairness, caring and citizenship.
- Teacher/Parent Consultation
- Grievances box
- Career awareness, exploration and planning services, including goal setting and decision making assistance for students.

## 76. House System in IISJ

The effective management of a school depends upon the quality of functioning of the House System. A House consists of group of children effectively led by responsible teacher (House Master) who acts as a parent, guide, philosopher and friend for every member of the House. A House inherently provides a family atmosphere in making the child physically fit, socially adjusted, emotionally balanced, and morally upright.

### Objectives of House System

The objectives of adopting House system in International Indian School, Jeddah are as follows:

1. Provide a smooth transition from home life to school life;
2. Create situations, which fulfils the social and emotional needs of the children;
3. Help socialization of pupils to integrate themselves well into the corporate life;
4. Inculcate the sense of responsibility to take her/his tasks in life earnestly and discharge them well;
5. Prepare pupils to play different kinds of roles as members of a group, community & society;
6. Develop child's personality and integrity;
7. Develop the spirit of healthy competition among the children;
8. Inculcate the qualities of self-dignity, self-confidence and respect for the views & opinion of others as well as a discretion to take their own decisions on issues and problems at hand;
9. Develop a sense of belongingness among the pupils and to create a sense & desire to live in harmony;
10. Benefit by bright example of others and benefit others by his/her own example;
11. Inculcate in the child, respect for seniors, elders, teachers and a caring attitude towards juniors and feeling of fraternity towards all;
12. Learn to live and enjoy together and develop a degree of sensitivity for others' feelings and needs.

### Allotment of Houses

Each child must be allotted a House on the day he/she is admitted to the school. The House of a girl or a boy should not be changed till he/she completes class XII. It is not advisable to reshuffle Houses every year, once a child joins a House, he/she should continue in the same House till he/she passes out of school.

### House Appointments and Duties

Each House (Senior, Junior & Primary) should have following appointments, which should be awarded to children on account of their good performance in every activity of the school.

- House Captain/ House Prefect 1 (each BS & GS)

- House Vice-Captain 1
- Prefects 2

Following school level appointments be made in consultation with all HMs House Masters, for effective management of the school:

- School Captain 1
- School Vice-Captain (Boys) 1
- School Vice-Captain (Girls) 1

Both the above-mentioned appointments should be from senior most class in the school. They should not hold any other appointment in their own Houses.

**Duties and Responsibilities of School Captain, House Captain and Prefects are suggested below:**

**a. School Captain**

1. Maintains good personal conduct and behaviour in the school.
2. Receives roll call and list of absentees from House Captains before submission to Duty Master/Principal;
3. Maintains full control and good discipline during school level activities with the help of House Captains and Prefects;
4. Ensures proper discipline in morning assembly, and at all other places where all the children of the school assemble for any activity;
5. Carries out all responsibilities assigned by the Principal of the school.

**b. House Captain**

1. Ensures that the House maintains punctuality in all specified activities as per daily routine;
2. Ensures that all the children in the House devote sufficient time for studies in order to improve their own performance as well as overall academic performance of the House;
3. Reports absentees and sick children to the House Master every day;
4. Controls his/her House during the conduct of all Inter-House Activities;
5. Ensure that maximum number of children take part in various co-curricular, sports/games, pace-setting and other activities planned in the school;
6. Assists housemaster in selecting best talent of the house for participation in inter-house competitions;
7. Maintains good personal conduct and ensures proper discipline in the House;
8. Reports to housemaster in case he/she observes any unusual behaviour (such as persistent depression, rebelliousness & continued sickness etc.) on the part of any student of the house;
9. Carries-out all other duties assigned by House Master/House Mistress/Vice Principal/Principal.

**Planning for Inter-House Competitions**

- House Master is personally responsible that boys/girls of his House take part in all Inter-house CCA &

sports/games activities in the school.

- He is supported by Associate House Masters who are attached with him for proper management of the House.
- House staff (House Master, Associate House Master) should take pride in grooming various teams for Inter-House activities in order to win various trophies and awards.

### **Award of Points for Activities**

For Inter-house activities, following pattern of awarding of points may be followed:

Individual Events		Group Events	
First	4	First	8
Second	3	Second	6
Third	2	Third	4
Fourth	1	Fourth	2

A system of awarding of House points based on academic performance in class X & XII may be involved and points earned by each student should be credited to the House to which he/she belongs.

### **Champion House**

Every year by the end of February, points awarded for Inter House CCA and sports/games competitions (as well for all other Inter-House Competitions conducted in the school, e.g. wall-magazine, morning assembly, cleanliness etc.) to each House should be tallied up. Thus, points of a Senior House and corresponding Junior House are added together to declare a Champion House. School should hold special function (Annual Day) where Champion House Trophy be awarded to a House.

### **Role & Responsibilities of House Masters & Associate House Masters**

A school revolves around an effective "House system" and real pillars of this system are House Masters. They provide leadership and parental guidance to the students who are staying with them in a "**Home Away From Their Own Homes**". Therefore, the role of House Master / Mistress is of vital importance since the school largely depends on how effectively a House Master can organize and manage his/her house.

### **Duties and Responsibilities of House Master/Mistress**

#### **General Duties**

1. A Housemaster/Mistress will exercise a benevolent fatherly/motherly influence on the students.
2. He/she must create such a confidence in his/her students that they confide in him/her in all matters and treat him/her as a local parent.
3. He/she will interact with the students as frequently as possible and ensure that students speak to him/her without any fear in case of any problem.
4. He/she should be very affectionate and polite with the children and should avoid any physical punishment or scolding.

5. He/she will attend all sort of the well being, comfort and happiness of the students placed in his/her charge.
6. He/she will ensure to follow the instructions issued by the school, regarding (House System) under supervision and guidance of the Principal.
7. He/she will be very courteous to the parents and create a confidence in them that their child is living in a very safe and secure environment.
8. Have periodical interaction with Parents on PTM day and inform them about the Academic Progress, health and conduct of the child.
9. To ensure that he/she is always impartial and fair equally to all the students.
10. He/she will ensure proper medical treatment in case of students of his/her house is unwell as per Safety and Security guidelines.
11. Interact with the children by providing regular orientation on the important aspects of Safety precautions, guidelines and principles to be followed.
12. He/she must ensure and educate all the students in respect of their moral values, correct behaviour, self-discipline, turn out and punctuality.
13. The Housemaster need to be cautious of his/her own conduct, behaviour, character, habits, punctuality and sense of moral values at all times as the children look up to teachers as her/his role models.
14. The students need to be made aware of their conduct, rules and regulations which they are expected to follow.
15. To ensure proper assistance of Associate Housemaster by dividing duties on rotation basis related to house activities with the approval of Principal.
16. To brief Principal immediately in order to solve any problem of the house beyond his reach or domain.
17. To inculcate a sense of pride, belongingness and a healthy house spirit among the students of his/her house.
18. Carry out any other duty in respect of House system as assigned by the Principal.

### **Administrative Duties**

1. As a head of the house, he/she is responsible maintaining discipline in the house at all times.
2. He/she ensures punctuality in the daily routine of the school and in other organized activities.
3. Assigning responsibilities to all students on rotation so as to enable them to develop organizational ability, self-confidence, and qualities of leadership.
4. To ensure that under no circumstances house captains or senior students harass/rag juniors either in the house or in the school premises.
5. Conduct surprise checks and kit inspection periodically to ensure that the students do not keep any type of undesirable articles, obscene books and check on their cash etc.
6. To supervise his/her house during meals in classrooms. He/she must teach table manners to all

students in classrooms during meals.

7. Maintain a personal file of each child in his house and a record of good and weak points in the personal file including family background.
8. All cases of indiscipline and unhealthy behaviour of the students are to be dealt with appropriately in consultations/approval of Principal instead of giving harsh punishment.
9. To select House Captain/prefect for his/her house on the basis of a fair selection process as per guidelines and assign responsibilities and duties of the house to them.
10. To conduct meetings of the House as and when necessary but at least one in two months.
11. To ensure that the students emphasize on personal hygiene and cleanliness, take regular bath and hair cut and clean uniform while in school.
12. Keep a close watch on all the activities and moments of the students particularly (off hours) and report to the VP/HMs/Principal about any incident.

#### **Co-curricular, Games and Sports Duties**

1. Organize co-curricular activities as per the calendar of activities.
2. Train the inmates well to help them participate effectively in the activities.
3. To ensure participation of every child of his/her house in every competition co - curricular/games/sports activities organized in the school.
4. To select guide and train students for all inter House competitions with the active help of tutors and other teachers.

#### **Duties of Associate House Master / Mistress**

1. To assist the housemaster in maintaining discipline
2. To plan, prepare the students and conduct activities inside and outside the school campus.
3. To discharge the duties of the housemaster when he is on leave or away on duty.
4. To strive to know each student of the house individually and assist him in the development of his character and personality.
5. To provide academic assistance to students to help them improve their academic standards.
6. To maintain the records of students' assistance and issue.
7. To check-up if all the assignments given to the child are completed on day-to-day basis.
8. To organize house meeting and competitions.
9. Any other duty in respect of House system as assigned by the HM/VP/Principal.

#### **Records to be maintained by each House**

##### **1. House Meeting Register**

Every House will have a house meeting register. Every house master is expected to conduct house



meetings along with the associates. The minutes of the house meeting will be registered. The resolutions taken, the progress, shortcomings must be discussed and strategies must be made. All the house meetings are held in a democratic manner giving importance to the ideas of the main stakeholders.

## **2. Counseling Register**

This register is to be maintained to keep a track on the change in the behaviour of that particular student to whom some counselling has been given. Any abnormal behaviour on the part of the student must be handled carefully and the same may be entered.

## **3. Activities / Achievements Register**

This register records all the achievements of the house inmates in various activities like CCA, Games & Sports, Scouts and Guides, NSS etc.

## **4. Student Incident Register**

Record of any incident made by student is to be maintained.

# **77. Role of Teachers and Parents in IISJ**

**Role of Teachers:** A meaningful profile of teachers can be carved out of enlisting duties of a professional teacher.

Children are admitted in multiple classes in IISJ in the CBSE syllabus and they are predominantly from the vernacular mediums and are from different states of India. Since IISJ is now a co-educational school, the teachers ought to extend a deep sense of understanding and show parental care and affection. Thereby, they identify the talents and skills of the child. They are the custodians of the children in school vested under their care and take care of their psychological and emotional safety as well.

IISJ Teachers have to be not only competent by periodic updating of knowledge and skill. IISJ teachers have to make learning an easy task for students. IISJ teacher is a systematic planner of curriculum transaction with annual plan and unit plan as well. Remedial study hours provide flexibility to make improvements on the basis of feedback and continuous evaluation strategies.

Consistent value oriented teaching inculcates in the learner an urge to lead a healthy and meaningful life. Life skills such as empathy, sympathy, helping each other, problem solving, decision making and collaborative pursuits are acquired by the learner. Students acquire entrepreneurial attitude during their schooling and study in IISJ. Their classrooms, CCA and ECA provide ample opportunities.

IISJ students spend a long period of their time in school. It is indispensable that the teachers should develop a strong and continuous rapport with the students bestowed to their care. Here the teacher is objective regardless of their family or financial background.

IISJ teacher must be a good counsellor. As adolescent children's minds are turbulent with stress, teachers are to play a significant role in grasping things in the proper perspective and act as a guide. Hence children look upon teachers as their mentor.

IISJ teacher must be alert for the signs of physical and emotional problems that a parent might miss. Poor class performance can be a sign of such stress. Here teachers are required to have certain level of stress management. Teachers have to motivate the parents which in turn make parents recognize the real talent of their children.

Teachers are to play such a vital role in almost all aspects of students' life and development. It is apt to say that IISJ teacher must be more than a computer, a book of knowledge, a parent, a friend, a guide, a philosopher, a role model and more than anything but everything to his/her students. IISJ teacher is to be a responsible professional, accountable to the students, society and nation at large.

### **Profile of an Effective Teacher**

- i. He/she communicates warmth, understanding and empathy to his/her students.
- ii. He generates enthusiasm for learning in his classroom.
- iii. He creates positive classroom learning environment through climate of acceptance, caring, feeling of being safe and secure, etc.
- iv. He makes effective use of his available time.
- v. His positive attitude and beliefs have a powerful impact on student learning.
- vi. He has effective communication skill.
- vii. He values his pupils and accepts their opinions.
- viii. He is democratic in his orientation and does not ridicule his learners.
- ix. He is the master of his subject and is capable of giving explanations at different levels so that he can reach all his students.
- x. He possesses conceptual clarity
- xi. He has healthy attitude towards his profession.
- xii. He constantly updates himself by gathering student feedback and self analysis.
- xiii. He is more like a friend, philosopher, and guide to his learners.
- xiv. He grows professionally by participating in special lectures, in-service workshop etc., so that he is in touch with the latest happenings in his field.

An effective teacher is thus, a multifaceted professional playing the different roles of a facilitator, curriculum creator, counsellor and a role model for his learners. He knows how to manage his stress effectively and takes pride in being 'teacher'.

### **Qualities of an Ideal IISJ Teacher**

1. He/She should identify himself/herself with the institution.
2. He/She must have the commitment towards his/her profession.
3. He/She must have positive attitude towards the system.
4. He/She must be sincere and punctual.
5. He/She should possess profound knowledge in the subject & lang. competence
6. He/She must have the clear concept of the objective of IISJ scheme.

7. Possess Effective Communication Skill.
8. He/She must use the latest teaching technique.
9. Democratic in approach.
10. Good rapport with Principal, fellow-workers, students, and Parents.
11. Good moral character.
12. Adopt need-based remediation for the slow learners.
13. He/she should know the role of a Principal, Vice Principal, Headmaster & Headmistress and teachers in IISJ system.
14. He/She should be a life-long learner
15. He/She must have lot of patience. He/She should not lose his/her temper for petty reasons.
16. He/She must be in a position to correlate his subject with other subjects.
17. Must know the psychology of the students.
18. Readiness to admit the mistake.
19. Impartial towards his students.
20. Physically fit and mentally alert.
21. Must possess the organizing ability.
22. Should prepare his/her lesson well before entering into the class.
23. Should not adopt corporal punishment.
24. Friend, philosopher, and guide.
25. He/She should assist the administration in all possible ways.
26. Good sense of humour.

### **Role of Parents in IISJ**

Parents are the key to the success of IISJ or for that matter any educational organization. Let parents and school work together to build meaningful and effective relationship that recognizes and respects the role of parents, students and teachers in educating each child.

When a child enters the IISJ system at the tender age of 4-6 years is introduced to a new world entirely different from what he had experienced till then. The shared classrooms, bathrooms and toilets, daily routines and the feeling of alienation of being sent away from home makes the parent child relation complicated. It is a tight rope walk for the parent and the situation needs to be handled with tact and sensitivity. It is the duty of the parent to help the child to adapt and assimilate the system smoothly. Just as parental communication with the child is important, communication with teachers and administrators is also important. To maintain good relation with the school they should treat every member of the school community with decorum and respect. Recognize efforts, hard work and perseverance when you see it.

### **Parent Teacher Meet**

Parents must actively support the PTM. Open houses and scheduled parent meetings allow parents and staff to communicate one to one and for parents to get to know all the staff. A good parent school relation helps the authority to solve disciplinary issues easily. The following activities may be taken by PTM on voluntary basis:

1. Arrange for local trips for the newly admitted Class LKG children.
2. Liaison with neighbourhood industries/factories /hospitals for field visits.

3. Learned parents may give academic inputs in subjects like Maths & Science.
4. Arrange for Career Guidance.
5. Conduct Mock Exams for Professional Courses.
6. Arrange and assist in organizing / conducting Medical Camps/ Medical Check-up for all students at the school premises.

## **78. Alumni – One of the Highly Potential Resources and Major Strengths of our School System & Machinery**

There is no exaggeration in saying that IISJ Alumni is one of the highly potential resources available before us. They are the Right Brand Ambassadors of IISJ Culture and Traditions, Role Models, Good Citizens, Source of High Inspirations for the generation of IISJ children to come, so on and so forth. We should realize how a strong and a positive relationship with our alumni can benefit us socially, academically and professionally. Also from their end it's not just a mere nostalgia that they associate their alma-mater with, but it's much beyond that. They are the messiahs of our institutions who carry and transfer the knowledge and culture of our institution into their societies and communities, into their professional and social networks, evoke positive response in the society with desirable positive impact on the community and more than all propagate positive messages across all sections of the society.

We are proud to have so many feathers to our caps, relate innumerable success stories and higher order achievements of our alumni. Our Alumni are making their presence felt in almost all premier institution of learning as students, teachers, professors, medical professionals, engineers, lawyers, administrators in prestigious services, entrepreneurs, managers and leaders in multinational companies, high ranking officers, social workers, effective businessmen etc. We take pride in having some of our own alumni as the Members of School Managing Committee, holding keyposts in high pedestals. High level of alumni participation can be of great help and highly rewarding in multiple ways especially in the following areas such as mentoring the present generation of students, networking i.e. liaison between society and institution etc.

The Alumni data of IISJ is not only vital but very precious as well which should not deserve less attention or low priority. We should change the way we look at and interact with our Alumni, they are not separate entities rather part and parcel of our own body and system. Our Alumni have ventured into many social activities by being not only responsible citizens but responding sensibly to the changing social order, key social issues etc. The role and endeavours of our Alumni in mentoring the IISJians through Free Online Coaching, Tele Counselling, reaching through voices etc., will be highly rewarding ones. Still this potential area can be used as a launching pad for all our children, if harnessed and tapped with all diligence and care. With the advent of Social Media, our alumni relationship and engagement will take a different flavour altogether. We can suitably harness the power of alumni through various networking platforms like Whatsapp, Linkedin, Facebook, Twitter etc. by creating our alumni groups and profiles on them. Let us connect or equate the proportion of success of our alumni with what we have contributed throughout.

**IISJ has to ensure the following:**

- Effective organization of Alumni Meet every year without fail.
- Maintaining the Database of all Alumni year wise with their Email and contact details and getting it updating from time to time.
- Principal/VP/HMs and teacher groups should be in regular touch with the alumni individually and in groups.
- Arranging special talk by alumni engaged in various occupations to give exposure to children about the vocations and their help can be sought for providing support in doing investigatory projects by students.
- Expert Alumni may be pursued to take online/offline classes on various subjects as it would be very well accepted by the children.
- Alumni may be impressed to arrange Health Camps, Summer School Camps and internship for the children in IISJ premises.

## 79. Swachh Bharat Abhiyan

The Abhiyan was launched by Hon'ble Prime Minister Narendra Modi on 2<sup>nd</sup> of October, 2014 at Rajghat, New Delhi with an aim to make India clean. It aims to provide sanitation facilities to every family, including toilets, solid and liquid waste disposal systems, village cleanliness and safe and adequate drinking water supply by 2<sup>nd</sup> October, 2019. It will be a befitting tribute to the Father of the Nation on his 150<sup>th</sup> birth anniversary. However, it has been clearly declared that the campaign is not only the duty of the Government but each and every citizen of the country is equally responsible to keep the nation clean or swachh.

In IISJ perspective, we should also focus on proper sanitation, use of safe drinking water, good hygiene practices that enhance the wellbeing of students, contribute to learning achievements and sustain a healthy school environment and equity at the same time. It requires consistent efforts and effective channels of disseminating messages in the morning assembly, prayer time, house meetings, through interactions and CCA Competitions. Life skills-based Hygiene Education also helps the students to develop and practice proper hygiene.

### Action to be taken on Hygiene & Sanitation of IISJ

1. Availability of separate toilets/urinals for boys & girls, their cleanliness & maintenance is to be ensured at all times.
2. To ensure safe & adequate potable water in the campus.
3. Health & hygiene of student's viz. medical care, health records, regular bathing, proper turn out is to be taken care at all times.
4. Cleanliness & maintenance of entire school campus as per guidelines issued.
5. The cleanliness & maintenance of internal roads, drainage system, sewer lines, septic tank, overhead tank, disposal of waste etc. must be periodically carried out as per guidelines issued & report made available to Principal/SMC.
6. The efforts should be made to promote the awareness of *Swachhhta* Campaign at the cluster/community/district level as per setting activity & minutes recorded.

7. To arrange a monthly meeting of cleaning team with SMC to seek their cooperation and to tap the resources for further improvement of cleanliness, sanitation & hygiene in the campus.
8. A comprehensive report pertaining to self-awareness & change in behavioural aspects of students & staff towards the sensitization & institutionalization of *Swachhta Campaign* should be submitted.
9. Any suggestion/assistance/guidelines required, if any, at the level of Principal / SMC for further improvement towards the *Swachhta Campaign* may be sought in the further course of action.

### **Effective Implementation of Swachhta Campaign in IISJ - Check Points**

In order to avail a healthy school environment, proper sanitation, availability of potable drinking water, good health & hygiene, maintenance of school campus etc. are the key areas to take care of. The following check points are suggested in this regard:

#### **1. Sanitation**

- Availability of separate toilets & urinals for boys & girls.
- Availability of adequate water supply & functioning of toilets & urinals.
- Availability of requisite material for cleaning i.e. brooms, dusters, brushes, wiper, disinfectant (phenyl, harpic, naphthalene balls etc.)
- Provision to incinerator & niche to keep sanitary napkins in girls' toilets.
- Availability of schedule of sanitation/inspection chart in a proper format in every toilet & its updated record.
- Provision of liquid soap for washing hands in every toilet.
- Maintenance of toilets & to avoid seepage/cracks/leakage in the toilets.
- Provision of proper lighting/exhaust fans in the toilets.
- Provision of proper doors with bolts/latches in the toilets.
- To develop a mechanism to ensure day to day cleanliness/inspection and recording under the supervision of VP / AO / BMIO / Staff Nurse/PETs etc.

#### **2. Potable Drinking Water**

- Availability of sufficient potable drinking water at all the places in the campus from external/internal sources.
- Availability of feasibility report for potable drinking water from District/State authority.
- To check the leakages in water supply lines & to protect the same from soak pits/leach points/garbage etc.
- Updated record of cleaning, chlorination/bleaching of potable drinking water being supplied through Overhead tank (OHT) or any other source of water.
- Availability of RO water in different parts of campus.
- Safe handling & storage of drinking water should be practiced.

#### **3. Operations & Maintenance**

##### **a. Classrooms:**

Class Incharge/Class Teacher to ensure:

- Daily cleaning/dusting of classroom furniture, white boards & available teaching aid material.
- Whether class notice board contains the display of duty roster, schedule of organizing weekly/fortnightly activities/any other relevant information.
- Whether SMART classroom, computer lab, Art room, Music room etc. are all operational.
- Proper & systematic maintenance of devices so as to keep the classroom lively & a source of effective curriculum transmission in the teaching learning process.
- Surroundings of the classrooms are clean and maintained.
- Classroom dustbin waste is timely disposed off.
- The weekly classroom inspection regarding its cleanliness and maintenance must be conducted.

**b. Library/Labs/Smart Class/Art Room/Music Room/Staff Room/other activity rooms**

- The cleanliness & maintenance of Library / Labs /Smart Class/ Art Room/ Music Room/ Staff Room and other activity rooms are up to the mark at all times to be ensured by concerned HMs.
- The weeding out of library books must be done as per norms.

**c. Cleanliness & maintenance of internal roads, drainage system, sewer lines, septic tank, overhead tanks & disposal of waste: BMI to ensure that internal roads are cleaned every day & garbage collected in the dustbins provided & disposed off regularly.**

- BMI & Plumber to ensure that open drains are cleaned weekly.
- BMI to ensure that sewer lines, septic tanks are cleaned monthly/quarterly.
- BMI to ensure that all the manholes of sewerage line are cleaned & covered.
- BMI must take necessary steps to clear the lockage in the drains, sewerage pipes, and waste water pipes.
- Estate Officer to ensure that the requisite material for cleaning the drainage/sewerage lines/septic tank/Overhead Tank is made available to the team of employees & proper record maintained.

**d. Playgrounds, Lawns & Boundary Walls**

- PETs/ AO / BMI to ensure that the availability of necessary tools/devices for cutting the grass, pruning the grown up plants along the boundary wall & internal roads etc.
- Likewise, availability of necessary tools like shrub-axe (*Khurpi*), spade (*phawda*), pick axe (*Gainti*), grass cutting machine, sprinkling water pipes as desired for cleanliness & maintenance of playgrounds, lawns & garden etc. in the campus.
- Adequate water facility in playgrounds, lawns & along the boundary wall for their maintenance.
- It would be appreciated, if small nursery in the campus can be developed in consultation with Forest Department & attractive gardens, flower pots, decorative plants should be spread all around the campus to promote aesthetic sense & healthy environment.

- To organise & celebrate Van Mahotsava by inviting local forest officer & other dignitaries to gear up the maintenance of greenery & plantation in the campus.

#### **e. Health & Hygiene**

##### **AO & Medical Nurse to ensure:**

- The availability of part time doctor in the campus organizing health awareness camp.
- Availability of MI room & essential facilities to attend the sick children as per requirement.
- Availability of Medical Nurse should be ensured.
- Medical Nurse to attend to the sick children & provide necessary medical aid at all times.
- To keep records of health & hygiene of all students.
- To ensure quality & quantity of eatables being provided by the school canteen to the students in terms of food meeting their requirement & keeping good health without any ailments, under the supervision of Medical Nurse.

#### **f. Involvement of Stakeholders in Swachhta Campaign.**

- To check the constitution of various committees & their operation at various levels.
- Preparation of schedule & adherence by stakeholders.
- The outcome of organized activity in the interest of institution.
- To ensure involvement of all stakeholders & share their experiences to promote clean & healthy environment.

#### **g. Behavioural Change & Capacity Building**

- The impact of change in behavioural aspects to acknowledge the optimistic approach for Swachhta campaign amongst the students & staff.
- Whether general awareness & acceptance towards Swachhta campaign is promoted & all stakeholders ensure to keep the campus neat, tidy & lively to avail a healthy environment.

#### **Some Key Principles for Swachhta Campaign / Cleanliness Drive.**

- Educate students about proper use of toilets & hand wash before meal & after use of toilet.
- Integrate hygiene messages in school curriculum during morning assembly, prayer & classroom interaction, etc.
- Inform students about the changes they will undergo during adolescence & provide space for girls to talk about menstruation & menstrual hygiene.
- Encourage students to consistently use, operate & maintain drinking water, sanitation & hygiene facilities.
- Support students in playing an active role in keeping up hygiene practices both in school & at home.
- Ensure that soap & water are always available at wash basins/toilets & urinals.
- Encourage participation of students, teachers in "clean school campaign" including planning, monitoring, operation, evaluation, maintenance as well as bringing about behavioural change.
- Organise Annual health check up of students & supervision of de-worming medicines.



- Encourage parents to participate & contribute to the IISJ programs by involving them in planning & oversight for Swachchh (clean) School campaign.

### **Guidelines for Implementing *Swachhta* (Cleanliness) Campaign in IISJ**

In order to sustain healthy school environment in the co-educational set up of IISJ, life skills-based hygiene education is essential. In fact, proper sanitation, use of safe drinking water, good health & hygiene conditions will attribute to the conducive environment for studying in IISJ & staying in its classrooms. IISJ has framed certain guidelines for smooth & effective implementation of Swachhta Campaign in IISJ.

### **Constitution of various committees to extend participatory contribution with the involvement of all stakeholders.**

#### **a. Houses**

- i. Administrative Officer
- ii. HMs
- iii. VPs
- iv. Estate Officer

### **Duties & Responsibilities**

- Preparation of monthly schedule for cleanliness/sanitation involving all the students in rotation.
- To ensure availability of adequate water & functional toilets/urinals.
- To ensure availability of cleaning material (brooms, brushes, phenyl, naphthalene balls, toilet cleaners, mops, duster dustbin, etc).
- To check the standard cleanliness/sanitation carried out by sweepers daily.
- Updated records/inspection reports available in the earmarked register & on charts provided in the toilets/urinals at various places.
- The suggestions for improvement, if any are attended to & rectified.

#### **b. School Level**

##### **Composition of a committee which includes:**

- Principal
- Vice-Principal/House Master / Mistress / Senior Most Teacher
- Staff Nurse
- Administrative Officer
- Estate Officer

### **Duties & Responsibilities**

- Preparation of a monthly schedule for cleanliness/sanitation of entire campus specifying the areas for cleaning on particular dates.
- The areas earmarked for cleanliness in the campus are auditorium, school building, store house, playground, staff rooms, vicinity of boundary walls & Principal's, VP's & HMs' Office etc.
- To ensure availability of cleaning materials (brooms, brushes, phenyl, naphthalene balls, duster & dustbin etc.) & tools for grass cutting, pruning, watering, plantation etc. to the engaged work force.

- To ensure availability of adequate water & functional toilets/urinals.
  - The quality of cleanliness/sanitation carried out by the work force.
  - In order to accomplish the task of cleanliness/sanitation & maintenance of the entire campus, an additional worker (need based) may be engaged.
  - Theme based cleanliness drive be organised weekly/fortnightly in the school with the assistance of all stakeholders.
  - It is necessary to hold periodical meetings & assess the progress of cleanliness, sanitation & hygiene in the campus. Suggestions, if any, may be reviewed & attended to regularly.
  - The meeting so held may be recorded & kept intact for further inspection by the officials & visitors etc.
  - Updated records/ Inspection reports should be available in the earmarked register & on charts provided in the toilets/urinals & at various places.
  - The suggestions for improvement, if any are to be attended to & rectified.
  - Above all, the importance of dignity of labour & self-awareness for the nationwide Swachhhta Campaign to be inculcated at various forums amongst the staff & students.
1. Swachh Bharat- Swachh School Campaign (Clean India – Clean School) Circular No. Acad-35/2014 CBSE/Dir (Aati)/ 2014/ Dated 25.09.2004

#### **Swachh Vidyalaya Puraskar (Clean School Award)**

- All the schools can apply for 'Swachh Vidyalaya Puraskar' through the Ministry of Education. The award is given annually and open to (a) Government and aided schools; and (b) Private schools, in both rural and urban areas.
- Schools will register online for this puraskar. The registration of schools would be done with the U-DISE code of the school. But IISJ will write to the Ministry to create a specific code as U-DISE is not applicable to overseas schools.
- Schools are expected to provide accurate information as required in the format.
- The information in the format corresponds to the requirements in Swachh Vidyalaya guidelines under various categories like (a) Water (b) Toilets (c) Hand washing with Soap (d) Operations and Maintenance and (e) Behavior Change and Capacity building.

**Maximum weightage assigned for each of the Sub-categories is given in Table-1**

<b>Table-1: Weightage/Score assigned to Swachh Vidyalaya (Clean School) Sub-Categories</b>	
<b>Sub-categories</b>	<b>Maximum Score</b>
Water	22
Toilet	28
Hand washing with Soap	20
Operations and Maintenance	15
Behavior change and Capacity Building	15
<b>Total</b>	<b>100</b>

The performance of the schools against the categories will be scored and school would be given a rating as below:

Score	Rating	Remarks
90 % -100% of the norms	Green/*****	Excellent keep it up
75% - 89% adherence to the norms	Blue/****	Very good
51% -74% adherence to the norms	Yellow/***	Good;butthere is ascopeforimprovement
35% - 50% adherence tothe norms	Orange/**	Fair: needs improvement
Below35%adherenceto thenorms	Red/*	Poor: need consideration

- Each school should score a minimum of two-star rating (Orange) in each of the sub categories in order to be eligible for any award.
- For further details, visit the official web site of the Ministry of Education.

**International Indian School, Jeddah**  
**Links of Documents/ Handbooks/ Curriculum**

**A. National Education Policy – 2020**

Sl. No.	Item	Link
1	NEP-2020(English)	<a href="https://drive.google.com/file/d/1vfq77jSp0VsstdMVvpEaTwWXvK0HEhpj/view">https://drive.google.com/file/d/1vfq77jSp0VsstdMVvpEaTwWXvK0HEhpj/view</a>
2	NEP-2020(Hindi)	<a href="https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_final_HINDI_0.pdf">https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_final_HINDI_0.pdf</a>

**B. CBSE Curriculum (2024-25)**

Sl. No.	Item	Link
1	Class IX-X & XI-XII	<a href="https://cbseacademic.nic.in/curriculum_2023.html">https://cbseacademic.nic.in/curriculum_2023.html</a>

**C. Learning Outcomes / Handbooks (NCERT / CBSE)**

Sl. No.	Item	Link
1	Learning Outcomes for Elementary Stage	<a href="https://drive.google.com/file/d/1VrMEVnecM-OTajQgIr2Ju-6p3kVMpjMb/view?usp=sharing">https://drive.google.com/file/d/1VrMEVnecM-OTajQgIr2Ju-6p3kVMpjMb/view?usp=sharing</a>
2	Learning Outcomes for Secondary Stage	<a href="https://drive.google.com/file/d/1qKqKICQ_yHEPKuF42XekuvKJDA7ew4o/view?usp=sharing">https://drive.google.com/file/d/1qKqKICQ_yHEPKuF42XekuvKJDA7ew4o/view?usp=sharing</a>
3	Learning Outcomes for Higher Secondary Stage (Draft)	<a href="https://drive.google.com/file/d/1p01IBqUh_I576hNWYchtWUB_ymvGqnJn/view">https://drive.google.com/file/d/1p01IBqUh_I576hNWYchtWUB_ymvGqnJn/view</a>
4	Teachers' Resource for Achieving Learning Outcomes	<a href="https://drive.google.com/file/d/1s9xnANxNWbQ405DXfpW-YvW5GNDU-vAS/view">https://drive.google.com/file/d/1s9xnANxNWbQ405DXfpW-YvW5GNDU-vAS/view</a>
5	Handbook on 21 <sup>st</sup> Century Skills	<a href="https://drive.google.com/file/d/1WHc0b8Dwpwe4NkEyJI592NNrcvx4z2M4/view">https://drive.google.com/file/d/1WHc0b8Dwpwe4NkEyJI592NNrcvx4z2M4/view</a>
6	Handbook on Joyful Learning	<a href="https://drive.google.com/file/d/1Mth6E0SDY840an78gX6Rn_bLDkTfLzt0/view">https://drive.google.com/file/d/1Mth6E0SDY840an78gX6Rn_bLDkTfLzt0/view</a>
7	Handbook on Experiential Learning	<a href="https://drive.google.com/file/d/1A_eQKXoFLiGtyuAfLUJSzI7zhH86Jqw/view">https://drive.google.com/file/d/1A_eQKXoFLiGtyuAfLUJSzI7zhH86Jqw/view</a>
8	Handbook on Art Integrated Learning	<a href="https://drive.google.com/file/d/1SbhyqYvQtIGBvPBTcdyWvoP6zplmenN0/view">https://drive.google.com/file/d/1SbhyqYvQtIGBvPBTcdyWvoP6zplmenN0/view</a>
9	Handbook on Inclusive Education	<a href="https://drive.google.com/file/d/1hW7wFMmojA15jqFBD77hVIG1JmJQ-28p/view">https://drive.google.com/file/d/1hW7wFMmojA15jqFBD77hVIG1JmJQ-28p/view</a>
10	Teacher Energized Resource Manual : Maths (Class VI)	<a href="https://drive.google.com/file/d/18ltFtAXRpqftFv-gMV7zDNCiu9VqXStw/view">https://drive.google.com/file/d/18ltFtAXRpqftFv-gMV7zDNCiu9VqXStw/view</a>
11	Teacher Energized Resource Manual : Science (Class VI)	<a href="https://drive.google.com/file/d/1I9J9TcoGmg7QF-Rkn4sAcms9vepMfzgy/view">https://drive.google.com/file/d/1I9J9TcoGmg7QF-Rkn4sAcms9vepMfzgy/view</a>
12	Teacher Energized Resource Manual : Maths (Class VII)	<a href="https://drive.google.com/file/d/1EswBWwhs0tg-gJ1pN8UX40S63UESZNzVe/view">https://drive.google.com/file/d/1EswBWwhs0tg-gJ1pN8UX40S63UESZNzVe/view</a>
13	Teacher Energized Resource Manual : Science (Class VII)	<a href="https://drive.google.com/file/d/1r0ckeOQ2SvqcuIZXH329A9ESokbLf00S/view">https://drive.google.com/file/d/1r0ckeOQ2SvqcuIZXH329A9ESokbLf00S/view</a>
14	Teacher Energized Resource Manual : Maths (Class VIII)	<a href="https://drive.google.com/file/d/1T3pVmVNGF6gWBdj2_7AcBvmdWsLUGsaz/view">https://drive.google.com/file/d/1T3pVmVNGF6gWBdj2_7AcBvmdWsLUGsaz/view</a>
15	Teacher Energized Resource Manual : Science (Class VIII)	<a href="https://drive.google.com/file/d/1dnMSft5smV7iviacmmLXQkorXX5iEjbf/view">https://drive.google.com/file/d/1dnMSft5smV7iviacmmLXQkorXX5iEjbf/view</a>
16	Teacher Energized Resource Manual : Maths (Class IX)	<a href="https://drive.google.com/file/d/128BWUEmFj0KWtyBGVs9y_9C-r0cbrPxOC/view?usp=sharing">https://drive.google.com/file/d/128BWUEmFj0KWtyBGVs9y_9C-r0cbrPxOC/view?usp=sharing</a>
17	Teacher Energized Resource Manual : Science (Class IX)	<a href="https://drive.google.com/file/d/1ZaNS3lobR4qQfdpdz99vz9ZTsp0zzwKS/view?usp=sharing">https://drive.google.com/file/d/1ZaNS3lobR4qQfdpdz99vz9ZTsp0zzwKS/view?usp=sharing</a>

18	Teacher Energized Resource Manual : Maths (Class X)	<a href="https://drive.google.com/file/d/12LhpbMzEfX3IU2fRgFA7ZQsns8lofdHb/view?usp=sharing">https://drive.google.com/file/d/12LhpbMzEfX3IU2fRgFA7ZQsns8lofdHb/view?usp=sharing</a>
19	Teacher Energized Resource Manual : Science (Class X)	<a href="https://drive.google.com/file/d/1TcMBcdWbPcfNLsTaVdvO29d86yHBH6QJ/view?usp=sharing">https://drive.google.com/file/d/1TcMBcdWbPcfNLsTaVdvO29d86yHBH6QJ/view?usp=sharing</a>
20	Teacher's Handbook on Mathematical Literacy (PISA)	<a href="https://drive.google.com/file/d/1as_BC1RQ0uzUjAdbdFhCeGvQeje1W4WY/view?usp=sharing">https://drive.google.com/file/d/1as_BC1RQ0uzUjAdbdFhCeGvQeje1W4WY/view?usp=sharing</a>
21	Teacher's Handbook on Reading Literacy (PISA)	<a href="https://drive.google.com/file/d/1MDOS1zdvgZJ-ByAleX2sxK7Q4sRIRA_/view?usp=sharing">https://drive.google.com/file/d/1MDOS1zdvgZJ-ByAleX2sxK7Q4sRIRA_/view?usp=sharing</a>
22	Teacher's Handbook on Scientific Literacy (PISA)	<a href="https://drive.google.com/file/d/1LIEkamXuIPOIf7G0rPK5QwFc412oJsQ8/view?usp=sharing">https://drive.google.com/file/d/1LIEkamXuIPOIf7G0rPK5QwFc412oJsQ8/view?usp=sharing</a>
23	Handbook – Reading Literacy Practice Book for Students	<a href="https://cbseacademic.nic.in/web_material/Manuals/Reading_Literacy.pdf">https://cbseacademic.nic.in/web_material/Manuals/Reading_Literacy.pdf</a>
24	Handbook – Mathematical Literacy Practice Book for Students	<a href="https://archive.org/details/math-literacy/mode/2up">https://archive.org/details/math-literacy/mode/2up</a>
25	Principals Handbook	<a href="https://cbseacademic.nic.in/web_material/Circulars/2020/76_Circular_2020.pdf">https://cbseacademic.nic.in/web_material/Circulars/2020/76_Circular_2020.pdf</a>
26	Handbook for Teachers	<a href="https://cbseacademic.nic.in/web_material/Manuals/Teachers_handbook-Maths.pdf">https://cbseacademic.nic.in/web_material/Manuals/Teachers_handbook-Maths.pdf</a>
27	Handbook of Assessment and Evaluation	<a href="https://cbseacademic.nic.in/web_material/Manuals/Assessment-Evaluation_handbook.pdf">https://cbseacademic.nic.in/web_material/Manuals/Assessment-Evaluation_handbook.pdf</a>
28	Handbook - SAFAL (Structured Assessment for Analyzing Learning)	<a href="https://cbseacademic.nic.in/web_material/Manuals/Safal_handbook.pdf">https://cbseacademic.nic.in/web_material/Manuals/Safal_handbook.pdf</a>
29	Standards for Excellence in School Education	<a href="https://cbseacademic.nic.in/web_material/Manuals/QASR_July21.pdf">https://cbseacademic.nic.in/web_material/Manuals/QASR_July21.pdf</a>
30	Handicrafts– Student Workbook	<a href="https://cbseacademic.nic.in/web_material/Curriculum22/publication/middle/Handicrafts-Student-Workbook.pdf">https://cbseacademic.nic.in/web_material/Curriculum22/publication/middle/Handicrafts-Student-Workbook.pdf</a>
31	SQAA (School Quality Assessment & Assurance)	<a href="https://cbseacademic.nic.in/web_material/Manuals/SQAA_FINAL.pdf">https://cbseacademic.nic.in/web_material/Manuals/SQAA_FINAL.pdf</a>
32	Assessment Framework	<a href="https://www.britishcouncil.in/sites/default/files/cbse_assessment_framework_for_science_maths_and_english_of_classes_6-10.pdf">https://www.britishcouncil.in/sites/default/files/cbse_assessment_framework_for_science_maths_and_english_of_classes_6-10.pdf</a>
33	Cyber Safety Manual	<a href="https://cbseacademic.nic.in/web_material/Manuals/Cyber_Safety_Manual.pdf">https://cbseacademic.nic.in/web_material/Manuals/Cyber_Safety_Manual.pdf</a>
34	Mental Health and Wellbeing	<a href="https://ncert.nic.in/pdf/Mental_Health_WSS_A_Survey_new.pdf">https://ncert.nic.in/pdf/Mental_Health_WSS_A_Survey_new.pdf</a> <a href="https://manodharpan.education.gov.in/assets/img/pdf/CBSE_MH_Manual.pdf">https://manodharpan.education.gov.in/assets/img/pdf/CBSE_MH_Manual.pdf</a>
35	Eco Club & Water Conservation	<a href="https://cbseacademic.nic.in/web_material/Manuals/Ecoclub.pdf">https://cbseacademic.nic.in/web_material/Manuals/Ecoclub.pdf</a>
36	Joyful Teaching and Learning of Mathematics	<a href="https://cbseacademic.nic.in/web_material/Manuals/JoyfulTeachingAndLearningOfMathematics.pdf">https://cbseacademic.nic.in/web_material/Manuals/JoyfulTeachingAndLearningOfMathematics.pdf</a>

**International Indian School, Jeddah**  
**Suggestive Activities for Competency Based Learning Based on Experiential Pedagogy**  
**(As per CBSE Circular No. Acad-34/2020 dated 14<sup>th</sup> May 2020)**

E Energize Learners	Before starting class	<ul style="list-style-type: none"> <li>• Pre-assessment quiz</li> <li>• Podcast</li> <li>• Email with an exciting writeup</li> <li>• Book</li> <li>• Article</li> <li>• News</li> <li>• Brochure</li> </ul>
	To start class	<ul style="list-style-type: none"> <li>• Lay down the Learning Outcomes and Goals to be achieved in the class</li> <li>• Opening question</li> <li>• Interactive group/class activity</li> </ul>
N Navigate Content	Teach	<ul style="list-style-type: none"> <li>• Online</li> <li>• Video/visual</li> <li>• Handouts</li> <li>• Lecture</li> <li>• Demonstrate</li> <li>• Story-telling</li> <li>• Auditory/kinesthetic (tactile) learning exercise</li> <li>• Experience</li> </ul>
	Review	<ul style="list-style-type: none"> <li>• Group activity</li> <li>• Team activity</li> <li>• Peer teaching-learning</li> <li>• Concept map</li> <li>• Case studies</li> <li>• Quiz</li> <li>• Role-play</li> <li>• Song/artwork</li> </ul>
G Generate Meaning	Move to long term memory through reflection: ask the class the following and tell them to enter into their portfolio	<ul style="list-style-type: none"> <li>• What did you learn</li> <li>• What does this learning mean to you</li> <li>• How did you learn – what was the Aha moment</li> <li>• Portfolio/journal</li> <li>• Flip chart – how is the concept used in real life; how is the concept connected to other concepts from this subject, and from other subjects</li> <li>• How will you apply this to real life.</li> </ul>
A Apply to real life	Demonstrates skills	<ul style="list-style-type: none"> <li>• Give a problem related to the concept/learning Outcome; ask students to come out with solutions in groups/teams</li> <li>• Ask each group/team to prepare their understanding of the concept in the form of artwork, power point, comic strips, new magazine, memes, brochures, song, etc; rest of the groups to ask questions</li> <li>• Give a problem based on cross-curricular linkages and undertake a above two steps</li> <li>• Example: A group may decide to express their understanding of the universe through a travel brochure to the Milky Way. Let each group decide on their own.</li> </ul>

G Gauge The learning	Look how much you have learnt; all this also goes into the portfolio/journal	<ul style="list-style-type: none"> <li>• Presentations of above by each group, followed by Self-assessment and/or Peer-assessment of whether Outcome of Learning is achieved</li> <li>• Assessment of Learning Outcomes through competency-based items</li> <li>• Quizzes/crossword puzzles</li> <li>• Projects</li> </ul>
E Extend	Extended activities	<ul style="list-style-type: none"> <li>• Podcast.</li> <li>• Extra material/link for further study.</li> <li>• Extra assessment items linked to Learning Outcomes for Homework.</li> <li>• Send follow-up or summary through email/note.</li> <li>• 1:1 coaching for those who need help.</li> </ul>

**International Indian School, Jeddah**  
**Competency Based Lesson/Unit Plan**

1. **Name of the Teacher** \_\_\_\_\_ **Designation** \_\_\_\_\_
2. **Subject** \_\_\_\_\_ **Class** \_\_\_\_\_ **Section** \_\_\_\_\_
3. Lesson/Unit Name \_\_\_\_\_
4. **No. of Periods required** \_\_\_\_\_ **Duration:** From \_\_\_\_ / \_\_\_\_ / \_\_\_\_ To \_\_\_\_ / \_\_\_\_ / \_\_\_\_

**A. Learning Outcomes** (Specific to the lesson mapped with NCERT learning outcomes):

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**B. Details of Pedagogical Strategies/Process** (Art integrated / Sports integrated / Story telling based / Toy based / Any other pedagogy):

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**C. Topic of the lesson for presentation by the students** (once in a week by re-arranging classroom settings suitable for group work):

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**D. Name 21<sup>st</sup> Century Skills to be developed:**

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**E. Activities/Experiments/Hands-on-learning/Projects:**

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**F. Interdisciplinary linkage and infusion of Life Skills, Values, Gender Sensitivity and Environmental Awareness:**

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**G. Resources (including ICT):**

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**H. Assessment items for measuring the attainment of learning outcomes in the class and as home assignments** (Teacher should plan Assessment Items and link the same with learning outcomes mentioned in Para A):

Items	No of Items	Sl. No. of LO	Items	No. of Items	Sl. No. of LO
OralQuiz			Presentation		
Portfolio			Puzzle		
MultiplechoiceQuestions			GroupProject		
VeryShort AnswerQuestions			IndividualProject		
ShortAnswerQuestions			AnyotherItem		
LongAnswerQuestions					
CompentancybasedQuestions					

**Note:** The teacher will keep the records of all assessment items.

**I. RemedialTeaching Plans/Planforunfinishedportionofprevious unit:**

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**J. InclusivePractices**(Activities/SupportmeasuresforDifferentlyabledstudents):

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**Date:**\_\_\_\_\_ **(Signature of theTeacher)**

**RemarksofthePrincipal/VicePrincipal:**

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**(Signature of the Principal/Vice Principal)**

[illegible]

**International Indian School, Jeddah**  
**Report of Checking of Assignment and Note Books**

Date of submission of note books to Principal/Vice Principal: \_\_\_\_\_

Class: \_\_\_\_\_ Subject: \_\_\_\_\_

Name of the Teacher: \_\_\_\_\_ Designation: \_\_\_\_\_

Number of Students in the Class: \_\_\_\_\_ Number of Submitted Notebooks: \_\_\_\_\_

Name of the Students not completing Home Work:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

Action taken by the Teacher:

\_\_\_\_\_  
 \_\_\_\_\_

Date: \_\_\_\_\_

(Signature of the Teacher)

**Principal/Vice Principal/HM's Remarks:**

- |  |                                   |
|--|-----------------------------------|
| 1. No. of Note Books found – not checked                               | _____                             |
| 2. Maintenance of Notebooks by Students                                | Excellent / Good / Average / Poor |
| <b>3. Quality of Checking</b>  |                                   |
| a. Regular Topic wise  | Yes/No                            |
| b. Correct Answer given  | Yes/No                            |
| c. Checking upto date  | Yes/No                            |
| d. All notebooks signed  | Yes/No                            |
| e. Mentioning date of Signature  | Yes/No                            |
| <b>4. Quality of Assignment</b>  |                                   |
| a. Legible, Heading/Importnt points Underlined and illustration given. | Yes/No                            |
| b. Answers are complete, relevant, clear                               | Yes/No                            |
| c. Index maintained  | Yes/No                            |
| <b>5. Quality of Work: Adequate &amp; Balanced</b>                     | Yes/No                            |

Date: \_\_\_\_\_

Signature of Principal / Vice Principal

## Annexure - VI

Monthly House Prefects Meeting with HMs / Vice Principa I/ Principal in the presence of House Masters

For the month of: \_\_\_\_\_ Date of the Meeting: \_\_\_\_\_

Sl. No.	Name of the House	Name of the House Masters present	Name of the House Prefect present	Problems of students & House as discussed	Action taken in brief	Remarks (if any)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Signature of HM

Signature of VicePrincipalSignature of Principal

**International Indian School, Jeddah**  
**Monthly Class Prefects Meeting with HM/VP/Principal in the presence of Class Teachers**

For the month of \_\_\_\_\_

Date of the Meeting: \_\_\_\_\_

Sl. No.	Class	Name of the Class Teacher present	Name of the Class Prefect present	Problems of Students & Class as discussed	Action taken in brief	Remarks (if any)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Signature of HM

Signature of Vice Principal

Signature of Principal

**Annexure -VIII**

**International Indian School, Jeddah  
Monthly Staff Meeting**

**For the month of** \_\_\_\_\_

**Date of the Meeting:** \_\_\_\_\_

<b>Sl. No.</b>	<b>Agenda as discussed</b>	<b>Problem relating to staff</b>	<b>Academic Problems related to students</b>	<b>Hazardous Points identified, if any</b>	<b>Action taken in brief</b>	<b>Remarks (if any)</b>
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

**Signature of HM**

**Signature of VicePrincipal**

**Signature of Principal**

**Annexure -IX**

**Monthly Maintenance & Repair (M&R) Meeting**

**For the month of** \_\_\_\_\_

**Date of the Meeting:** \_\_\_\_\_

<b>Sl. No.</b>	<b>Name of the House / Building</b>	<b>Nature / Details of Problem</b>	<b>Hazardous Points identified, if any</b>	<b>Action taken in brief</b>	<b>Remarks (if any)</b>
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

**Signature of BMI**

**Signature of Estate Officer**

**Signature of Administrative Officer**

**Signature of Principal**

## International Indian School, Jeddah

## Monthly Coverage of Syllabus

Month/Year: \_\_\_\_\_

Class: \_\_\_\_\_ Name of Subject Teacher: \_\_\_\_\_

Section: \_\_\_\_\_ Name of Class Prefect: \_\_\_\_\_

Sl. No.	Subject	No. of Unit/Chapter allotted for the month	No. of Units/Chapter covered	Reason for not completing syllabus (if any)	Signature of the Subject Teacher
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

Signature of Class Prefect

Signature of Subject Teacher

Signature of HM

Signature of Vice Principal

Signature of Principal



<b>International Indian School, Jeddah</b>				
<b>Class Absentee Diary</b>				
<b>Date:</b> _____				
<b>Class:</b> _____			<b>Class Strength:</b> _____	
<b>Section:</b> _____			<b>Present:</b> _____	
			<b>Absent :</b> _____	
			<b>Leave :</b> _____	
			<b>Sick Leave :</b> _____	
			<b>Date :</b> _____	
<b>Signature of Class Teacher:</b> _____				
Period	Subject	Any Extra present/Leave/Absent (with name)	Reason of Extra present/leave/ absent	Signature of Subject Teacher
I				
II				
III				
IV				
V				
VI				
VII				
VIII				
<b>Note:</b>				
1.	The Class teachers will record the status of student attendance of the day before 1st Period and ensure that this diary is available in each period in the Class.			
2.	Subject teachers will record the name of extra present/leave/absent student before starting of teaching. If any student is absent, it should be immediately intimated to HM & Vice-Principal.			
3.	Class Prefect will submit this diary to HM/Vice-Principal daily after VIII period.			
4.	Principal/Vice-Principal will be available after VIII period in the academic block for supervision of this diary.			
<b>Signature of Class Prefect:</b> _____			<b>Signature of Class Teacher:</b> _____	
<b>Signature of HM/Vice Principal/Principal:</b> _____				

## 8.2 1 Remark of Panel inspection team on status of additional facilities to CWSN Children:

### Inspection and Supervision Academic Aspects

Sl. No.	Aspects	Status Report/Comments of Principal with Documentary Evidence			Observations of Panel Inspection Team
1.	a. Institutional Plan				
	b. Annual Pedagogical Plan				
2.	a. Physical Training/Exercises duringMorning Assembly				
	b. Morning Assembly				
3.	Inspection, Supervision & Monitoring of Academic Activities by the Principal				
	a. Maintenance of Class room supervision diary (Yes/No)				
	b. Mention number of Teachers observed (in each phase)	Phase	No. of Teachers to be observed	No. of Teachers observed	
		I			
		II			
		III			
		IV			
	c. Monthly checking of correction work of teachers of students' assignment				
	d. Monitoring of monthly coverage of syllabus				
	e. Monitoring of Conduct of all Examinations as per schedule & review of performance of students				
f. Effective use of Classroom Laboratories and Open Spaces for Learning					
4.	Inspection, supervision & monitoring of Academic activities by Vice-Principal				
	a. Maintenance of Classroom Supervision diary (Yes/No)				
	b. Mention number of teachers observed ( in each phase)	Phase	No. of Teachers	No. of Teachers	
		I			
		II			
		III			
		IV			
	c. Monthly Checking of correction work of teachers of students' assignment.				
	d. Academic Calendar, Time-Table, Institutional plan, Exam time table as per instructions.				
	e. Monitoring the conduct of CCA/ Club & Assembly activities				

## Academic Performance of the Current Academic Sessoin

Class IX																
Subject	PWT - I				PWT - II				PWT - III				Annual			
	App	Less than 33%	90% and above	Subject average	App	Less than 33%	90% and above	Subject average	App	Less than 33%	90% and above	Subject average	App	Less than 33%	90% and above	Subject average
English																
2 <sup>nd</sup> Lang																
Maths																
Science																
Social Studies																

Class X																
Subject	PWT - I				PWT - II				PWT – III				Pre-Board Exam			
	App	Less than 33%	90% and above	Subject average	App	Less than 33%	90% and above	Subject average	App	Less than 33%	90% and above	Subject average	App	Less than 33%	90% and above	Subject average
English																
2 <sup>nd</sup> Lang																
Maths																
Science																
Social Studies																

Class XI																
Subject	UT-I				UT-II				Half-yearly Exams				Annual			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																

Class XII																
Subject	UT-I				UT-II				Half-yearly Exams / Pre-board Exams				Pre-Board Exam			
	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average	App.	Less than 33%	90% and above	Subject average
English																

## Evaluation

Sl. No.	Aspects	Status report/comments of Principal with documentary evidence	Observation of the Panel Inspection team
a	Provision of Competency Based Questions as per CBSE guidelines in PWT / UTs		
b	Maintenance of records of different assessment of PWT/UT and Co- scholastic activities.		
c	Conduct of internal assessment as per CBSE guidelines board and non- board classes respectively		
d	Remedial teaching (timetable along with list of low achiever students and action plan beprovided).		
e	Enrichment Programme: (Detailed action plan provided along with list of bright students identified.		
f	InnovationsandExperimentationin teaching learning process.		
g	Effectiveness of supervised studies		

**International Indian School, Jeddah**  
**Academic Session – 2024-25**  
**Report Card for Class XI**

Roll No. : \_\_\_\_\_

Student's Name : \_\_\_\_\_

Name of the Mother : \_\_\_\_\_

Name of the Father : \_\_\_\_\_

Date of Birth : \_\_\_\_\_

Part A : **Scholastic Area**

Scholastic Areas	Term-1								Term-2												
Subject Name	Marks in UT-1 (MM 40)	Marks in UT-2 (MM 40)	Marks in Best UT	Marks in Half Yearly Exams (MM 80 / 70 / 60)	Practical / Internal Assessment (MM 00/30/40)	Total Marks (Theory) Half Yearly Exams + Best UT	Total of Theory Marks + Best UT converted to 100 Marks	Weightage (Theory) Term-1 (40% of H)	Marks in UT-3 (MM 40)	Marks in UT-4 (MM 40)	Marks in Best UT	Marks in Annual Exams (MM 80/70/60)	Practical Internal Assessment (MM 20/30/40)	Total Marks (Theory) Annual Exams + Best UT	Total of Theory Marks + Best UT converted to 100 Marks	Weightage (Theory) Term-2 (60% of P)	Total of Weightage of Theory MM 100 (I+Q)	Overall of Theory Marks converted to MM 80/70/60	Average marks of Practical/Internal Assessment MM 20/30/40) Average of F & N)	Total of Theory & Practical/ Internal Assessment – MM 100 (S+T)	Grade
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
Subject-1																					
Subject-2																					
Subject-3																					
Subject-4																					
Subject-5																					
Additional Subject																					
Total Marks																					

**Part B:** Co-scholastic Area (on a 03-point (A-E) grading

Co-scholastic Areas	Term – 1 Grade	Term – 2 Grade
SEWA (Community service / Pace setting Activity)		
Art Education		
Health & Physical Education		

**Part C:**Discipline (on a 03-point (A-E) grading

Co-scholastic Areas	Term – 1 Grade	Term – 2 Grade
Discipline		

**Part D:**Any Outstanding Achievement during the session: \_\_\_\_\_

**Part E:**Attendance

Term	Total Number of Working Days	Number of days attended in the School	Percentage of Attendance
Term-1			
Term-2			

**Result :** \_\_\_\_\_

**Date :** \_\_\_\_\_

**Signature of Class Teacher**

**Signature of Principal**

**Instructions:**

**A. Grading Scale for Scholastic Areas:**

Grades are awarded on a 08-point grading scale as follows:

Marks Range	Grade
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	ESSENTIAL REPEAT

**B. Grading Scale for Co-Scholastic Areas:**

Grades are awarded on a 05-point grading scale as follows

Grade	Connotation
A	Exemplary
B	Proficient
C	Developing
D	Emerging
E	Beginner

**C. Grading Scale for Discipline:**

Grades are awarded on a 03-point grading scale as follows:

Grade	Connotation
A	Outstanding
B	Verygood
C	Fair



**International Indian School, Jeddah**  
**Academic Session – 2024-25**  
**Report Card for Class IX**

**Roll No.** : \_\_\_\_\_

**Student's Name** : \_\_\_\_\_

**Name of the Mother** : \_\_\_\_\_

**Name of the Father** : \_\_\_\_\_

**Date of Birth** : \_\_\_\_\_

**Part A** : **Scholastic Area**

Subject Name	Marks in PWT-1 (MM 25)	Marks in PWT-2 (MM 40)	Marks in PWT-3 (MM 60)	Weightage of Best PWT (05)	Weightage of Multiple Assessment (05 M)	Weightage of Portfolio (05 M)	Weightage of Subject Enrichment Activities (05 M)	Total (E+F+G+H) (20 Marks)	Marks in Annual Examinations (MM 80)	Total Marks (I + J) (MM 100)	Grade
A	B	C	D	E	F	G	H	I	J	K	L
English											
Hindi											
Language 3											
Mathematics											
Science											
Social Science											
Skill Subject/Additinoal											
Total Marks											

**Part B:** Co-scholastic Area (on a 03-point (A-E) grading

Co-scholastic Areas	Grade
Health & Physical Education	
Art Education	
Work Education	

**Part C:**Any Outstanding Achievement during the session:  
\_\_\_\_\_

**Part D:**Attendance

Total Number of Working Days	Number of days attended in the School	Percentage of Attendance

**Result :** \_\_\_\_\_

**Date :** \_\_\_\_\_

**Signature of Class Teacher**

**Signature of Principal**

**Instructions:****A. Grading Scale for Scholastic Areas:**

Grades are awarded on a 08-point grading scale as follows:

Marks Range	Grade
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	Essential Repeat

**B. Grading Scale for Co-Scholastic Areas:**

Grades are awarded on a 05-point grading scale as follows

Grade	Connotation
A	Exemplary
B	Proficient
C	Developing
D	Emerging
E	Beginner

**C. Grading Scale for Discipline:**

Grades are awarded on a 03-point grading scale as follows:

Grade	Connotation
A	Outstanding
B	Verygood
C	Fair

**International Indian School, Jeddah**  
**Academic Session – 2024-25**  
**Report Card for Class VI-VIII**

Roll No. : \_\_\_\_\_

Student's Name : \_\_\_\_\_

Name of the Mother : \_\_\_\_\_

Name of the Father : \_\_\_\_\_

Date of Birth : \_\_\_\_\_

Part A : **Scholastic Area**

Scholastic Areas	Term-1							Term-2							Total Marks (MM 100)	40% of Term-1 Total Marks	60% of Term-2 Total Marks	Overall Marks (40% of Term-1 & 60% of Term-2)	Overall Grade
Subject Name	Marks in PWT-1 (MM 40)	Marks in PWT-2 (MM 40)	Weightage of Best PWT (05)	Weightage of Multiple Assessment (05 M)	Weightage of Portfolio (05 M)	Weightage of Subject Enrichment Activities (05 M)	Marks in Half Yearly Examinations (MM 80)	Total Marks (MM 100)	Marks in PWT-3 (MM 40)	Marks in PWT-4 (MM 40)	Weightage of Best PWT (05)	Weightage of Multiple Assessment	Weightage of Portfolio (05 M)	Weightage of Subject Enrichment Activities (05 M)	Marks in Annual Examinations (MM 80)				
English																			
Hindi																			
Regional Language																			
Mathematics																			
Science																			
Social Science																			
Total Marks																			

A1 – Name fo the Skill Course opted: (Name) \_\_\_\_\_ (Qualified / Not Qualified) \_\_\_\_\_

**Part B:** Co-scholastic Area (on a 03-point (A-C) grading

Co-scholastic Areas	Term – 1 Grade	Term – 2 Grade
Community Service / Pace setting Activity		
Art Education		
Health & Physical Education		

**Part C:**Discipline (on a 03-point (A-C) grading Scale

Co-scholastic Areas	Term – 1 Grade	Term – 2 Grade
Discipline		

**Part D:**Any Outstanding Achievement during the session: \_\_\_\_\_

**Part E:**Attendance

Term	Total Number of Working Days	Number of Days attended in the School	Percentage of Attendance
Term-1			
Term-2			

**Result :** \_\_\_\_\_

**Date :** \_\_\_\_\_

**Signature of Class Teacher**

**Signature of Principal**

**International Indian School, Jeddah**  
**Academic Session – 2024-25**  
**Report Card for Class I - V**

Roll No. : \_\_\_\_\_  
 Student's Name : \_\_\_\_\_  
 Name of the Mother : \_\_\_\_\_  
 Name of the Father : \_\_\_\_\_  
 Date of Birth : \_\_\_\_\_  
 Part A : **Scholastic Area**

Scholastic Areas	Term-1					Term-2					Overall Grades
Subject Name	Marks in PWT-1 (MM 25)	Notebook Work (MM 05)	Weightage of Subject Enrichment Activities (10 M)	Marks in Half Yearly Examinations (MM 60)	Total Marks (MM 100)	Marks in PWT-1 (MM 25)	Notebook Work (MM 05)	Weightage of Subject Enrichment Activities (10 M)	Marks in Annual Examinations (MM 60)	Total Marks (MM 100)	
English											
Hindi											
EVS											
Mathematics											
* 3 <sup>rd</sup> Language (For III-V only)											
Total Marks											

**Part B:** Co-scholastic Area (on a 03-point (A-C) grading

Co-scholastic Areas	Term – 1 Grade	Term – 2 Grade
Islamic Studies / Moral Science	<ul style="list-style-type: none"><li>• Auxiliary subjects – Test will be conducted twice in an academic year.</li><li>• Pen &amp; Paper Test - 20 Marks.</li><li>• SEA &amp; Notebook Wrok – 05 Marks</li></ul>	
General Arabic		
Computer Science		
Art & Craft		

**Part C:**Discipline (on a 03-point (A-C) grading Scale

Co-scholastic Areas	Term – 1 Grade	Term – 2 Grade
Discipline		
Health & Physical Education		

**Part D:**Any Outstanding Achievement during the session: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Part E:**Attendance

Term	Total Number of Working Days	Number of Days attended in the School	Percentage of Attendance	Remarks
Term-1				
Term-2				

**Result :** \_\_\_\_\_

**Date :** \_\_\_\_\_

**Signature of Class Teacher**

**Signature of Principal**

**Instructions:**

**A. Grading Scale for Scholastic Areas:**

Grades are awarded on a 08-point grading scale as follows:

Marks Range	Grade
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 and below	Essential Repeat

**B. Grading Scale for Co-scholastic Area & Discipline:**

Grade	Connotation
A	Outstanding
B	Verygood
C	Fair



## Battery Test Parameters for Under-14 (Girls &amp; Boys)

## BATTERY'B'

## GIRLS

## Below 14 Years

Sl. No.	Event	One Star	Two Star	Three Star
1	100 M Run	18.5 Sec.	17.0 Sec.	16.0 Sec.
2	Long Jump	2.50 M	3.10 M	3.70 M
3	Shot Put (4kg)	3.75 M	5.00 M	6.00 M
4	High Jump	0.90 M	1.00 M	1.15 M
5	200 M Run	40.0 Sec.	37.0 Sec.	34.0 Sec.

## BATTERY'B'

## BOYS

## Below 14 Years

Sl. No.	Event	One Star	Two Star	Three Star
1	100 M Run	16.5 Sec.	15.0 Sec.	13.5 Sec.
2	Long Jump	3.30 M	3.90 M	4.50 M
3	Shot Put (5.45 kg)	4.50 M	6.0 M	7.50 M
4	High Jump	1.00 M	1.20 M	1.35 M
5	800 M run	3.30 Sec.	3.00 Sec.	2.40 Sec.

## Scoring Tables (Norms for Girls)

Points	100 M (Sec.)	Long Jump (Mts.)	Shot Put (Mts.)	High Jump (Mts.)	200 M (Min.)
10	14.2	4.45	7.10	1.27	2.90
9	15.0	4.10	6.50	1.20	3.10
8	15.8	3.75	5.90	1.13	3.30
7	16.6	3.40	5.30	1.06	3.50
6	17.4	3.05	4.70	0.99	3.70
5	18.2	2.70	4.10	0.92	3.90
4	19.0	2.35	3.50	0.85	4.10
3	19.8	2.00	2.90	0.78	4.30
2	20.6	1.65	2.30	0.71	4.50
1	21.4	1.30	1.70	0.64	4.70
0	22.2	0.95	1.10	0.57	4.90

## Scoring Tables (Norms for Boys)

Points	100 M (Sec.)	Long Jump (Mts.)	Shot Put (Mts.)	High Jump (Mts.)	200 M (Min.)
10	12.0	5.00	8.40	1.55	2.24
9	12.8	4.70	7.70	1.45	2.36
8	13.6	4.40	7.00	1.35	2.48
7	14.4	4.10	6.30	1.25	3.00
6	15.2	3.80	5.60	1.11	3.12
5	16.0	3.50	4.90	1.05	3.24
4	16.8	3.20	4.20	0.95	3.36
3	17.6	2.90	3.50	0.85	3.48
2	18.4	2.60	2.80	0.75	4.00
1	19.2	2.30	2.10	0.65	4.12
0	20.0	2.00	1.40	0.55	4.24

**Battery Test for Under 17 & 19 Girls**  
**Norms and Performance Tables for Physical Fitness Test**

Points	A		B			C		D		E
	60 M [In Sec]	100 M [In Sec]	Long Jump [In M]	Standing Board Jump [In M]	Vertical Jump [In M]	Modified Bent Knee Push-Ups [In No.]	Bent Knee Sit-Ups [In No]	Overhead Backward Basket ball Throw With Both The Hands [In M]	Short Put 04.00 Kg [In M]	Shuttle Run 4x10 M [In Sec]
10	09.0	14.0	4.0	2.00	28	25	30	12.00	7.50	10.50
9	09.2	14.3	3.7	1.85	26	23	27	11.50	7.00	10.70
8	09.5	14.7	3.4	1.65	23	20	24	10.50	6.50	11.00
7	09.8	15.1	3.1	1.45	20	18	21	09.50	6.00	11.30
6	10.2	15.6	2.8	1.25	17	16	19	08.50	5.50	11.60
5	10.6	16.2	2.5	1.00	15	14	15	07.00	5.00	12.00
4	11.0	17.0	2.2	0.80	13	12	12	06.00	4.50	12.40
3	11.5	17.5	1.9	0.60	10	10	10	05.00	4.00	12.80
2	12.0	18.5	1.6	0.50	08	07	07	04.00	3.50	13.50
1	12.5	19.2	1.3	0.40	06	04	04	03.50	3.00	14.50

**Battery Test for Under 17 & 19 Boys**  
**Norms and Performance Tables for Physical Fitness Test**

Points	A		B			C		D		E
	60M[In Sec]	100M[InSec]	Long Jump[In M]	Standing Board Jump[In M]	Vertical Jump[In M]	Modified Bent Knee Push-Ups[In No.]	Bent Knee Sit-Ups	Overhead Backward Basketball Throw With Both The	Short Put 04.00 Kg[In M]	Shuttle Run 4x10M[In Sec]
10	07.5	12.0	5.5	2.50	40	40	45	16.00	7.50	09.00
9	07.7	12.3	5.5	2.35	38	38	42	15.50	7.00	09.20
8	08.0	12.7	4.9	2.15	35	35	38	14.50	6.50	09.50
7	08.3	13.1	4.6	1.95	32	32	34	13.50	6.00	09.80
6	08.6	13.6	4.3	1.75	28	29	30	12.50	5.50	10.10
5	08.9	14.2	4.0	1.50	25	25	25	11.50	5.00	10.50
4	09.3	15.0	3.8	1.25	23	21	22	10.50	4.50	11.00
3	09.7	15.5	3.6	1.00	20	17	19	09.50	4.00	11.50
2	10.1	16.5	3.3	0.80	18	14	15	08.50	3.50	12.20
1	10.5	17.5	3.3	0.60	16	10	10	07.50	3.00	13.00

**Note:**

- Each student will have to choose five items for test of choice.
- One item for test must be chosen from 'A', one from 'B', One from 'C', One from 'D'
- Test item 'E' is Compulsory for all.
- The Compiled Battery Test data of each student from class VI to XII should be made available with HMs for ready reference.

**Schedule of the Battery Test for all Categories of Boys and Girls**  
**For Term-I in June/July and for Term-II in December/January during Games Hours**

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**Examples of Learning Outcomes from Different Subjects**  
(As per CBSE Circular No. Acad-34/2020 dated 14th May 2020)

Action Verb	Object	Condition
<b>Mathematics</b>		
Students will be able to correctly solve	geometry problems using the Pythagorean Theorem	at least 8 out of 10 problems.
Students will be able to interpret	5-words problems by expressing them in equation form.	based on their knowledge of linear equations in two variables.
<b>Science</b>		
Students will be able to draw a diagram of	life cycle of butterfly	after going through the topic metamorphosis in butterfly.
Students will be able to	accurately describe the cause and nature of a fine green layer on copper utensils	on completing a lesson on chemical change.
<b>Language</b>		
Students will be able to identify	the exposition, climax and resolution points in the plot of a reading text	at the end of the reading text.
Students will be able to draw	connections between different ideas	Using background knowledge from a reading text.
Students will be able to form predictions	about the next course of events in a story from Malgudi Days	by working collaboratively with other members of reading club of school and by using at least three pieces of textual evidence from the story.
<b>Social Science</b>		
Students will be able to defend	the action of Mahatma Gandhi in a formal class debate	after the history lesson on Chauri Chaura event.
Students will be able to justify	why they would make a good Minister	after studying the roles and responsibilities of central/ state government in India.
Students will be able to differentiate	between climate and weather	by illustrating the case of their local city.

The context or condition can come before Action verb if semantic accuracy demands so.



**2024-2025  
PERSPECTIVE ACADEMIC PLANNING**

The collage features numerous photographs of students and staff engaged in various activities. Key elements include:

- Sports Events:** Photos of students in white uniforms participating in sports, holding trophies, and posing with coaches.
- Academic Competitions:** Students holding certificates and trophies, with banners for events like 'विश्व हिंदी दिवस' (World Hindi Day) and 'अंतराष्ट्रीय भारतीय विद्यालय जयदाह' (International Indian School Jaydah).
- Cultural Performances:** Students in traditional Indian attire performing on stage, and a group of students in white uniforms holding signs for 'INDIAN CONSTITUTION'.
- Group Photos:** Large groups of students and staff posing for formal and informal photos, including a group of students in white uniforms holding signs for 'INDIAN CONSTITUTION'.
- Decorative Elements:** The collage is framed by a green border with decorative floral patterns. A prominent banner at the top left reads '2024-2025 PERSPECTIVE ACADEMIC PLANNING'.